

Introduction:

LEA: Oak View Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Beverly Boone, Superintendent, bboone@sjcoe.net, 209-368-0636 **LCAP Year:** 2016-2017

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
Informational meetings held for School Site Council, staff, Parent Club, English Language Advisory Committee, students, parents, community members, collective bargaining units and the Board of Trustees.	Information gathered at the meetings was added to the previously established list of student programs and school services to include in the LCAP.
Parent survey sent home to all families.	Comments and feedback were used to complete the final version of the LCAP.
Draft LCAP presented to School Site Council, staff, Parent Teacher Club, English Language Advisory Committee, students, parents, community members, collective bargaining units and the Board of Trustees.	Comments and feedback were used to complete the final version of the LCAP.

<p>Final version of the LCAP presented for public comment at school board meeting.</p> <p>Final LCAP approved by Board of Trustees</p>	<p>June 16, 2016</p> <p>June 23, 2016</p>
<p>Annual Update:</p> <p>Informational meetings held for School Site Council, staff, Parent Club, English Language Advisory Committee, students, parents, community members, collective bargaining units and the Board of Trustees to review the LCAP Annual Update.</p> <p>Draft LCAP with Annual Update presented to School Site Council, staff, Parent Teacher Club, English Language Advisory Committee, students, parents, community members, collective bargaining units and the Board of Trustees.</p> <p>Final version of the LCAP presented for public comment at school board meeting</p> <p>Final LCAP approved by Board of Trustees</p>	<p>Annual Update:</p> <p>Feedback used to complete the Annual Update of the LCAP.</p> <p>Comments and feedback were used to complete the final version of the LCAP including the Annual Update.</p> <p>June 16, 2016</p> <p>June 23, 2016</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 schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<p>GOAL 1:</p>	<p>Through high quality classroom instruction, and programs and services, Oak View students will meet grade level benchmarks, thus preparing them for college and career.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> • Oak View students need highly qualified staff that use diverse teaching strategies. Data sources reviewed: CALPADS reports • Oak View students need access to standards-aligned curriculum and instruction. Data sources reviewed: classroom observations, state test scores, DIBELS scores, student report cards. • Oak View students need access to a variety of academic courses and program offerings. Data sources reviewed: Stakeholder discussions, CALPADS reports, classroom observations. 	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Basic Services: Priority 1
 - A - 100% of teachers are appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by CALPADS report. 14-15 data: 100%
 - B - 100% of students have sufficient access to standards-aligned instructional materials, verified by CALPADS report. 14-15 data: 100%
 - C - 100% of school facilities are maintained in good repair, verified by the Facility Inspection Tool. 14-15 data: 100%

- Implementation of State Standards: Priority 2
 - A - 100% of classrooms will adopt and implement ELA/ELD curriculum. Teachers will be trained in State Standards through Professional Learning opportunities in the areas of Math and ELA/ELD, verified by District textbook sufficiency resolution, staff sign-in sheets. 14-15 data: 100% of teachers were trained in standards aligned math
 - B - 100% of English learners are provided both integrated and 30 minutes of daily designated English Language Development instruction, specifically designed and appropriate to their English proficiency level, in order to meet the academic goals at their grade level, verified by Principal observations and class lists.

- Pupil Achievement: Priority 4
 - A - 2014-2015 Smarter Balanced Summative Assessment Reporting:
 The percentage of students meeting or exceeding standards in English Language Arts:
 All Students - 51%
 Hispanic or Latino - 31%
 White - 66%
 Economically Disadvantaged - 33%
 English learner - 4%

 The percentage of students meeting or exceeding standards in Mathematics:
 All Students - 46%
 Hispanic or Latino - 32%
 White - 57%
 Economically Disadvantaged - 34%
 English learner - 36%

 The district would like to see an increase of 3% for all students.
 - B - No data reported. 2014/2015 API calculations were suspended by the State Board of Education.
 - C - No data reported. Oak View is a K-8 District. Only High school students participate in courses that satisfy the requirements for entrance

to a UC, CSU or career technical education programs.

D - The percentage of English learners learning English (AMAO 1) will increase 10%, to be 54.1%, in order to move toward state defined growth expectations, verified by CALPADS report. 14-15 data: 44.1% met AMAO 1.

D - The percentage of English learners learning English in a program less than 5 years (AMAO 2) will increase 5% to be 22.6%, in order to move toward state defined growth expectations, verified by CALPADS report. 14-15 data: 17.6% met AMAO 2.

E - 10% more English learners will be reclassified, verified by CALPADS report. 14-15 data: 35.2% of English learners reclassified.

F - No data reported. Oak View is a K-8 District. Only High school students participate in the Advanced Placement Examination.

G - No data reported. Oak View is a K-8 District. Only High school students participate in the Early Assessment Program.

- Course Access: Priority 7

A - All students have access to and are enrolled in a broad course of study as indicated in Education Code 51210, including, Hand Writing, Visual and Performing Arts, Band (5th-8th), Outdoor Education (6th grade), Health Education and Study Skills, verified by CALPADS report.

B - In addition to a broad course of study offered to all students in Priority 7 A, unduplicated students are provided additional programs and services through a Learning Center model, providing one-to-one and small group instruction using District approved supplemental programs such as; Read Naturally, Reading Assistant, SIPPS, Moby Max, Lexia and DIBELS. Unduplicated students also receive support services through designated, small group instruction using District approved English Language Development programs. Verified by class rosters/schedules and student academic reports.

C - In addition to a broad course of study offered to all students in Priority 7 A, through the IEP process, students with exceptional needs are provided Resource support and Speech and Language by a fully credentialed teacher, using a push in/pull out, one-to-one and small group model. Verified by SEIS data.

- Other Pupil Outcomes: Priority 8

A – Oak View students in grades K-6 are provided access to high quality, comprehensive, and developmentally appropriate physical education activities not less than 200 minutes each 10 schooldays, while students in grades 7th-8th are provided access to high quality, comprehensive, and developmentally appropriate physical education activities not less than 400 minutes each 10 schooldays.

A - According to the 2015 California Physical Fitness Report, 56% of 5th grade students and 66% of 7th grade students are in the Healthy Fitness Zone.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1.1 Part-time Intervention teacher/CELDT Coordinator will provide academic support to all students including support for EL's in the area of English Language Development and CELDT testing.</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>Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$52,901 Teacher Benefits 3000-3999: Employee Benefits Supplemental \$18,141 CELDT Testing Costs 5000-5999: Services And Other Operating Expenditures Supplemental \$430 Materials 4000-4999: Books And Supplies Supplemental \$150</p>
<p>1.2 Students will have the opportunity to attend an outdoor education program during their 6th grade year.</p>	<p>ALL</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>Outdoor Education Tuition 5000-5999: Services And Other Operating Expenditures Base \$6,150</p>
<p>1.3 Highly qualified part-time Teacher Assistants will be utilized in K-8 general education classrooms to assist with the delivery of ELD instruction.</p>	<p>ALL</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>Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Supplemental \$91,982 Teacher Assistant Benefits 3000-3999: Employee Benefits Supplemental \$21,757</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.4 Supplemental Academic Programs – Supplemental curriculum and software will be utilized to instruct and</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Curriculum 4000-4999: Books And Supplies Supplemental \$1,000</p>

<p>assist English Learners in the classroom.</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>Software 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>
<p>1.5 Part-time Band Teacher will introduce music and instruments to K-8 students through a push-in and pull-out program.</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>Band Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$25,892 Band Teacher Benefits 3000-3999: Employee Benefits Supplemental \$923 Materials 4000-4999: Books And Supplies Supplemental \$1,000 Equipment Repairs 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>
<p>1.6 Highly Qualified Teachers will be appropriately assigned to all classrooms and support programs.</p>	<p>ALL</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>Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$1,143,153 Teacher Benefits 3000-3999: Employee Benefits Base \$376,561</p>
<p>1.7 District will adopt new English Language Arts/ English Language Development curriculum. All students will have access to approved curriculum and textbooks that are in good condition, as well as all necessary materials and supplies for learning.</p>	<p>All</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>Textbooks 4000-4999: Books And Supplies Base \$82,920 Classroom Supplies 4000-4999: Books And Supplies Base \$30,000</p>
<p>1.8 Student Technology - All students will have access to hardware and software for delivery of academic instruction and assessment. Staff will have access to professional development in the area of technology to</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Hardware 4000-4999: Books And Supplies Other \$21,432 Software 5000-5999: Services And Other Operating Expenditures Other \$1,800</p>

<p>assist with instruction.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.9 Student Assessment Programs - Students will have access to supplemental instruction and assessments.</p>	<p>All</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>Materials and Supplies 4000-4999: Books And Supplies Base \$1,000</p>
<p>1.10 All staff will have the opportunity to participate in Professional learning</p>	<p>All</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>Registration Fees 5000-5999: Services And Other Operating Expenditures Other \$7,500 Certificated Substitutes 1000-1999: Certificated Personnel Salaries Other \$2,375 Certificated Substitute Benefits 3000-3999: Employee Benefits Other \$384</p>
<p>1.11 Implementation of Common Core State Standards - All teachers will receive appropriate training in CCSS and Smarter Balanced Assessment.</p>	<p>All</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>Professional Development 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>
<p>1.12 Student Activities and Programs – Students will have the opportunity to participate in school activities during school to strengthen their commitment to school attendance. All general education classrooms will attend at least one field trip per year to expose students to learning outside of the classroom.</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:</p>	<p>Intermural Sports Program 4000-4999: Books And Supplies Supplemental \$150 Trash Bashers 4000-4999: Books And Supplies Supplemental \$500 Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500</p>

		(Specify)	
<p>1.13 Full-time Physical Education Instructor</p>	<p>ALL</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>Certificated Salary 1000-1999: Certificated Personnel Salaries Base \$58,329 Certificated Benefits 3000-3999: Employee Benefits Base \$21,393</p>
<p>1.14 Special Education Program - Resource Specialist, materials and supplies</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Other \$80,950 Certificated Benefits 3000-3999: Employee Benefits Other \$25,069 Materials and Supplies 4000-4999: Books And Supplies Other \$10,529 Certificated Substitute Salary 1000-1999: Certificated Personnel Salaries Other \$1,250 Certificated Substitute Benefits 3000-3999: Employee Benefits Other \$202</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Basic Services: Priority 1
 - A - 100% of teachers are appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by CALPADS report. 14-15 data: 100%
 - B - 100% of students have sufficient access to standards-aligned instructional materials, verified by CALPADS report. 14-15 data: 100%
 - C - 100% of school facilities are maintained in good repair, verified by the Facility Inspection Tool. 14-15 data: 100%

- Implementation of State Standards: Priority 2
 - A - 100% of classrooms will adopt and implement ELA/ELD curriculum. Teachers will be trained in State Standards through Professional Learning opportunities in the areas of Math and ELA/ELD, verified by District textbook sufficiency resolution, staff sign-in sheets. 14-15 data: 100% of teachers were trained in standards aligned math
 - B - 100% of English learners are provided both integrated and 30 minutes of daily designated English Language Development instruction, specifically designed and appropriate to their English proficiency level, in order to meet the academic goals at their grade level, verified by Principal observations and class lists.

- Pupil Achievement: Priority 4
 - A - 2014-2015 Smarter Balanced Summative Assessment Reporting:
 - B - No data reported. 2014/2015 API calculations were suspended by the State Board of Education.
 - C - No data reported. Oak View is a K-8 District. Only High school students participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education programs.
 - D - The percentage of English learners learning English (AMAO 1) will increase 10%, to be 54.1%, in order to move toward state defined growth expectations, verified by CALPADS report. 14-15 data: 44.1% met AMAO 1.
 - D - The percentage of English learners learning English in a program less than 5 years (AMAO 2) will increase 5% to be 22.6%, in order to move toward state defined growth expectations, verified by CALPADS report. 14-15 data: 17.6% met AMAO 2.
 - E - 10% more English learners will be reclassified, verified by CALPADS report. 14-15 data: 35.2% of English learners reclassified.
 - F - No data reported. Oak View is a K-8 District. Only High school students participate in the Advanced Placement Examination.
 - G - No data reported. Oak View is a K-8 District. Only High school students participate in the Early Assessment Program.

- Course Access: Priority 7
 - A - All students have access to and are enrolled in a broad course of study as indicated in Education Code 51210, including, Hand Writing, Visual and Performing Arts, Band (5th-8th), Outdoor Education (6th grade), Health Education and Study Skills, verified by CALPADS report.
 - B - In addition to a broad course of study offered to all students in Priority 7 A, unduplicated students are provided additional programs and services through a Learning Center model, providing one-to-one and small group instruction using District approved supplemental programs such as; Read Naturally, Reading Assistant, SIPPS, Moby Max, Lexia and DIBELS. Unduplicated students also receive support services through designated, small group instruction using District approved English Language Development programs. Verified by class rosters/schedules and student academic reports.
 - C - In addition to a broad course of study offered to all students in Priority 7 A, through the IEP process, students with exceptional needs are provided Resource support and Speech and Language by a fully credentialed teacher, using a push in/pull out, one-to-one and small group model. Verified by SEIS data.
- Other Pupil Outcomes: Priority 8
 - A – Oak View students in grades K-6 are provided access to high quality, comprehensive, and developmentally appropriate physical education activities not less than 200 minutes each 10 schooldays, while students in grades 7th-8th are provided access to high quality, comprehensive, and developmentally appropriate physical education activities not less than 400 minutes each 10 schooldays.
 - A - According to the 2015 California Physical Fitness Report, 56% of 5th grade students and 66% of 7th grade students are in the Healthy Fitness Zone.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Part-time Intervention teacher/CELDT Coordinator will provide academic support to all students including support for EL's in the area of English Language Development and CELDT testing.	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)	Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$52,901 Teacher Benefits 3000-3999: Employee Benefits Supplemental \$18,141 CELDT Testing Costs 5000-5999: Services And Other Operating Expenditures Supplemental \$430 Materials 4000-4999: Books And Supplies Supplemental \$150
1.2 Students will have the opportunity to attend an outdoor education program during their 6th grade year.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Outdoor Education Tuition 5000-5999: Services And Other Operating Expenditures Base \$6,150

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.3 Highly qualified part-time Teacher Assistants will be utilized in K-8 general education classrooms to assist with the delivery of ELD instruction.	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)	Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Supplemental \$91,982 Teacher Assistant Benefits 3000-3999: Employee Benefits Supplemental \$21,757
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.4 Supplemental Academic Programs – Supplemental curriculum and software will be utilized to instruct and assist English Learners in the classroom.	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)	Curriculum 4000-4999: Books And Supplies Supplemental \$1,000 Software 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000
1.5 Part-time Band Teacher will introduce music and instruments to K-8 students through a push-in and pull-out program.	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:	Band Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$25,892 Band Teacher Benefits 3000-3999: Employee Benefits Supplemental \$923 Materials 4000-4999: Books And Supplies Supplemental \$1,000 Equipment Repairs 5000-5999: Services And Other Operating

		(Specify)	Expenditures Supplemental \$1,000
1.6 Highly Qualified Teachers will be appropriately assigned to all classrooms and support programs.	ALL	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$1,143,153 Teacher Benefits 3000-3999: Employee Benefits Base \$376,561
1.7 District will adopt new English Language Arts/ English Language Development curriculum. All students will have access to approved curriculum and textbooks that are in good condition, as well as all necessary materials and supplies for learning.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Textbooks 4000-4999: Books And Supplies Base \$82,920 Classroom Supplies 4000-4999: Books And Supplies Base \$30,000
1.8 Student Technology - All students will have access to hardware and software for delivery of academic instruction and assessment. Staff will have access to professional development in the area of technology to assist with instruction.	ALL	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hardware 4000-4999: Books And Supplies Other \$21,432 Software 5000-5999: Services And Other Operating Expenditures Other \$1,800
1.9 Student Assessment Programs - Students will have access to supplemental instruction and assessments.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials and Supplies 4000-4999: Books And Supplies Base \$1,000

<p>1.10 All staff will have the opportunity to participate in Professional learning</p>	<p>All</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>Registration Fees 5000-5999: Services And Other Operating Expenditures Other \$7,500 Certificated Substitutes 1000-1999: Certificated Personnel Salaries Other \$2,375 Certificated Substitute Benefits 3000-3999: Employee Benefits Other \$384</p>
<p>1.11 Implementation of Common Core State Standards - All teachers will receive appropriate training in CCSS and Smarter Balanced Assessment.</p>	<p>All</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>Professional Development 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>
<p>1.12 Student Activities and Programs – Students will have the opportunity to participate in school activities during school to strengthen their commitment to school attendance. All general education classrooms will attend at least one field trip per year to expose students to learning outside of the classroom.</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>Intermural Sports Program 4000-4999: Books And Supplies Supplemental \$150 Trash Bashers 4000-4999: Books And Supplies Supplemental \$500 Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500</p>
<p>1.13 Full-time Physical Education Instructor</p>	<p>ALL</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>Certificated Salary 1000-1999: Certificated Personnel Salaries Base \$58,329 Certificated Benefits 3000-3999: Employee Benefits Base \$21,393</p>
<p>1.14 Special Education Program - Resource Specialist, materials and supplies</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Other \$80,950</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u> 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Certificated Benefits 3000-3999: Employee Benefits Other \$25,069</td> </tr> <tr> <td style="padding: 2px;">Materials and Supplies 4000-4999: Books And Supplies Other \$10,529</td> </tr> <tr> <td style="padding: 2px;">Certificated Substitute Salary 1000-1999: Certificated Personnel Salaries Other \$1,250</td> </tr> <tr> <td style="padding: 2px;">Certificated Substitute Benefits 3000-3999: Employee Benefits Other \$202</td> </tr> </table>	Certificated Benefits 3000-3999: Employee Benefits Other \$25,069	Materials and Supplies 4000-4999: Books And Supplies Other \$10,529	Certificated Substitute Salary 1000-1999: Certificated Personnel Salaries Other \$1,250	Certificated Substitute Benefits 3000-3999: Employee Benefits Other \$202
Certificated Benefits 3000-3999: Employee Benefits Other \$25,069							
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Certificated Substitute Salary 1000-1999: Certificated Personnel Salaries Other \$1,250							
Certificated Substitute Benefits 3000-3999: Employee Benefits Other \$202							

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Basic Services: Priority 1
 - A - 100% of teachers are appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by CALPADS report. 14-15 data: 100%
 - B - 100% of students have sufficient access to standards-aligned instructional materials, verified by CALPADS report. 14-15 data: 100%
 - C - 100% of school facilities are maintained in good repair, verified by the Facility Inspection Tool. 14-15 data: 100%

- Implementation of State Standards: Priority 2
 - A - 100% of classrooms will adopt and implement ELA/ELD curriculum. Teachers will be trained in State Standards through Professional Learning opportunities in the areas of Math and ELA/ELD, verified by District textbook sufficiency resolution, staff sign-in sheets. 14-15 data: 100% of teachers were trained in standards aligned math
 - B - 100% of English learners are provided both integrated and 30 minutes of daily designated English Language Development instruction, specifically designed and appropriate to their English proficiency level, in order to meet the academic goals at their grade level, verified by Principal observations and class lists.

- Pupil Achievement: Priority 4
 - A - 2014-2015 Smarter Balanced Summative Assessment Reporting:
 - B - No data reported. 2014/2015 API calculations were suspended by the State Board of Education.
 - C - No data reported. Oak View is a K-8 District. Only High school students participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education programs.
 - D - The percentage of English learners learning English (AMAO 1) will increase 10%, to be 54.1%, in order to move toward state defined growth expectations, verified by CALPADS report. 14-15 data: 44.1% met AMAO 1.
 - D - The percentage of English learners learning English in a program less than 5 years (AMAO 2) will increase 5% to be 22.6%, in order to move toward state defined growth expectations, verified by CALPADS report. 14-15 data: 17.6% met AMAO 2.
 - E - 10% more English learners will be reclassified, verified by CALPADS report. 14-15 data: 35.2% of English learners reclassified.
 - F - No data reported. Oak View is a K-8 District. Only High school students participate in the Advanced Placement Examination.
 - G - No data reported. Oak View is a K-8 District. Only High school students participate in the Early Assessment Program.

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 - A - All students have access to and are enrolled in a broad course of study as indicated in Education Code 51210, including, Hand Writing, Visual and Performing Arts, Band (5th-8th), Outdoor Education (6th grade), Health Education and Study Skills, verified by CALPADS report.
 - B - In addition to a broad course of study offered to all students in Priority 7 A, unduplicated students are provided additional programs and services through a Learning Center model, providing one-to-one and small group instruction using District approved supplemental programs such as; Read Naturally, Reading Assistant, SIPPS, Moby Max, Lexia and DIBELS. Unduplicated students also receive support services through designated, small group instruction using District approved English Language Development programs. Verified by class rosters/schedules and student academic reports.
 - C - In addition to a broad course of study offered to all students in Priority 7 A, through the IEP process, students with exceptional needs are provided Resource support and Speech and Language by a fully credentialed teacher, using a push in/pull out, one-to-one and small group model. Verified by SEIS data.

- Other Pupil Outcomes: Priority 8
 - A – Oak View students in grades K-6 are provided access to high quality, comprehensive, and developmentally appropriate physical education activities not less than 200 minutes each 10 schooldays, while students in grades 7th-8th are provided access to high quality, comprehensive, and developmentally appropriate physical education activities not less than 400 minutes each 10 schooldays.
 - A - According to the 2015 California Physical Fitness Report, 56% of 5th grade students and 66% of 7th grade students are in the Healthy Fitness Zone.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Part-time Intervention teacher/CELDT Coordinator will provide academic support to all students including support for EL's in the area of English Language Development and CELDT testing.	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)	Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$52,901 Teacher Benefits 3000-3999: Employee Benefits Supplemental \$18,141 CELDT Testing Costs 5000-5999: Services And Other Operating Expenditures Supplemental \$430 Materials 4000-4999: Books And Supplies Supplemental \$150
1.2 Students will have the opportunity to attend an outdoor education program during their 6th grade year.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Outdoor Education Tuition 5000-5999: Services And Other Operating Expenditures Base \$6,150

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.3 Highly qualified part-time Teacher Assistants will be utilized in K-8 general education classrooms to assist with the delivery of ELD instruction.	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)	Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Supplemental \$91,982 Teacher Assistant Benefits 3000-3999: Employee Benefits Supplemental \$21,757
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.4 Supplemental Academic Programs – Supplemental curriculum and software will be utilized to instruct and assist English Learners in the classroom.	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)	Curriculum 4000-4999: Books And Supplies Supplemental \$1,000 Software 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000
1.5 Part-time Band Teacher will introduce music and instruments to K-8 students through a push-in and pull-out program.	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)	Band Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$25,892 Band Teacher Benefits 3000-3999: Employee Benefits Supplemental \$923 Materials 4000-4999: Books And Supplies Supplemental \$1,000 Equipment Repairs 5000-5999: Services And Other Operating

		(Specify)	Expenditures Supplemental \$1,000
1.6 Highly Qualified Teachers will be appropriately assigned to all classrooms and support programs.	ALL	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$1,143,153 Teacher Benefits 3000-3999: Employee Benefits Base \$376,561
1.7 District will adopt new English Language Arts/ English Language Development curriculum. All students will have access to approved curriculum and textbooks that are in good condition, as well as all necessary materials and supplies for learning.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Textbooks 4000-4999: Books And Supplies Base \$82,920 Classroom Supplies 4000-4999: Books And Supplies Base \$30,000
1.8 Student Technology - All students will have access to hardware and software for delivery of academic instruction and assessment. Staff will have access to professional development in the area of technology to assist with instruction.	ALL	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hardware 4000-4999: Books And Supplies Other \$21,432 Software 5000-5999: Services And Other Operating Expenditures Other \$1,800
1.9 Student Assessment Programs - Students will have access to supplemental instruction and assessments.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials and Supplies 4000-4999: Books And Supplies Base \$1,000

<p>1.10 All staff will have the opportunity to participate in Professional learning</p>	All	<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>Registration Fees 5000-5999: Services And Other Operating Expenditures Other \$7,500 Certificated Substitutes 1000-1999: Certificated Personnel Salaries Other \$2,375 Certificated Substitute Benefits 3000-3999: Employee Benefits Other \$384</p>
<p>1.11 Implementation of Common Core State Standards - All teachers will receive appropriate training in CCSS and Smarter Balanced Assessment.</p>	All	<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>Professional Development 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>
<p>1.12 Student Activities and Programs – Students will have the opportunity to participate in school activities during school to strengthen their commitment to school attendance. All general education classrooms will attend at least one field trip per year to expose students to learning outside of the classroom.</p>	District-wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intermural Sports Program 4000-4999: Books And Supplies Supplemental \$150 Trash Bashers 4000-4999: Books And Supplies Supplemental \$500 Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500</p>
<p>1.13 Full-time Physical Education Instructor</p>	ALL	<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>Certificated Salary 1000-1999: Certificated Personnel Salaries Base \$58,329 Certificated Benefits 3000-3999: Employee Benefits Base \$21,393</p>
<p>1.14 Special Education Program - Resource Specialist, materials and supplies</p>	All	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Other \$80,950</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	Certificated Benefits 3000-3999: Employee Benefits Other \$25,069 <hr/> Materials and Supplies 4000-4999: Books And Supplies Other \$10,529 <hr/> Certificated Substitute Salary 1000-1999: Certificated Personnel Salaries Other \$1,250 <hr/> Certificated Substitute Benefits 3000-3999: Employee Benefits Other \$202
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Oak View School will promote, enhance and sustain a welcoming and safe climate for all students and their families, so that all students are present at school, preparing them to become productive members of society.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	<ul style="list-style-type: none"> • Oak View students need families that feel welcome and are provided participation opportunities to support the success of their students. Data sources reviewed: Blackboard automated system reports, District survey, visitors sign-in. • Oak View students need to be on time, attend school daily, provided with social/emotional support services and effective discipline that keeps students in class and on the path for academic success. Data sources reviewed: Blackboard automated system reports, student information (PROMIS) system reports. 	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Parental Involvement: Priority 3

A - Annual parent/student survey results are used to seek input regarding programs and services offered to parents to help in the decision making process. A Blackboard automated phone system, outdoor event sign and monthly lunch calendars are used as District outreach to all families notifying them of volunteer and committee work opportunities, student attendance and monthly activity reminders. Oak View District offers parents a variety of participation opportunities through the School Site Council, LCAP meetings, ELAC and Parent Teacher Club. 42% of parents/students completed a parent/student school survey in 2014-2015. Increase the percentage of parents/students participating in the school survey by 5%. Less than 1% of parents attended a Parent Teacher Club, School Site Council or ELAC meeting in 2014-2015 as verified by sign-in sheets. According to the 2014-2015 parent/student survey, 51% of parents feel that they regularly participate in activities/events on campus of in the classroom and 75% of parents feel that Oak View School District notifies them in a timely manner about upcoming events.

B - In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities are offered to families of unduplicated students. Parents of English learners can participate in the ELAC, DELAC and EL LCAP advisory committee. Less than .5% of families participated in ELAC, DLAC or EL LCAP advisory committees in 2014-2015 as verified by Participation lists and parent sign-in sheets. Increase the percentage of families participating in advisory committees by 1%.

C - In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities are offered to parents with exceptional needs students. Parents are encouraged to participate and make decisions through the IEP process, discussing goals, student placement, curricular programs and behavioral interventions and encouraged to participate in the Community Advisory Committee through the local SELPA (LASER). 100% of parents participated in the IEP process in 2014-2015 as verified by attendance sign-in sheets and SEIS reports.

- Pupil Engagement: Priority 5

A - Attendance rates will grow yearly by 1% to be 98.93%, verified by CALPADS report. 14-15 data: 97.93%.

B - Maintain a 0% chronic absenteeism rate, verified by CALPADS report. 14-15 data: 0%

C - Maintain a 0% middle school dropout rate, verified by CALPADS report. 14-15 data: 0%.

D - No data reported. Oak View is a K-8 District and does not calculate High school dropout rates.

E - No data reported. Oak View is a K-8 District and does not calculate High school graduation rates.

- School Climate: Priority 6

A - Suspension rates will decrease yearly by 1%, verified by CALPADS report. 14-15 data: 4% suspension rate. 63% were white, 31% were hispanic and 5% were more than one race. 21% were female and 79% were male.

B - Maintain a 0% expulsion rate, verified by CALPADS reports. 14-15 data: 0%

C - Current data from the California Healthy Kids Survey (CHKS) indicates that 88% of 7th grade students feel a sense of school connectedness and 100% feel a sense of school safety. Oak View District will work to increase the percentage of student's sense of school connectedness by 10% overall, as verified by the CHKS. No subgroup data available.

C - Current data from Oak View District Parent/Student Survey indicates that 84% of parents/students feel that the school is a safe and orderly place to learn. . Current data from the California Healthy Kids Staff Survey indicates that 27% of staff feel that Oak View District provides adequate counseling and support services and 88% of staff feel that the campus is safe for staff and students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Attendance Incentive Program – Students will have the opportunity to earn incentives for perfect attendance throughout the year.</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>Incentives and Supplies 4000-4999: Books And Supplies Supplemental \$550 Perfect Attendance Field Trip 5000-5999: Services And Other Operating Expenditures Supplemental \$1,600</p>
<p>2.2 Home-School Connection Newsletter, Blackboard Automated Phone System, Pancake Breakfast</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>Home School Connection Newsletter 4000-4999: Books And Supplies Supplemental \$400 Blackboard Automated Phone System 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000 Pancake Breakfast 4000-4999: Books And Supplies Supplemental \$500</p>
<p>2.3 Transportation – Students who live in the district will receive free transportation to and from school.</p>	<p>All</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>Home to School Mileage 4000-4999: Books And Supplies Base \$12,736 Maintenance 5000-5999: Services And Other Operating Expenditures Base \$18,263 Bus Driver Salary 2000-2999: Classified Personnel Salaries Base \$48,822 Bus Driver Benefits 3000-3999: Employee Benefits Base \$20,486</p>

<p>2.4 Safe and Well Maintained Facilities – All students will have access to facilities that are clean, safe and in good working order. This includes classrooms, cafeteria, gym, multipurpose room, parking lots and playground areas</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Maintenance Projects 6000-6999: Capital Outlay Base \$110,000 Repairs 5000-5999: Services And Other Operating Expenditures Base \$12,500 Equipment 4000-4999: Books And Supplies Base \$5,000 Materials and Supplies 4000-4999: Books And Supplies Base \$12,500</p>
<p>2.5 Part time Counseling Services - Counseling services will be provided to all students to meet mental health, academic and behavioral needs.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Contract for Counseling Services 5000-5999: Services And Other Operating Expenditures Supplemental \$36,480 Materials and Supplies 4000-4999: Books And Supplies Supplemental \$1,400</p>
		<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Parental Involvement: Priority 3

A - Annual parent/student survey results are used to seek input regarding programs and services offered to parents to help in the decision making process. A Blackboard automated phone system, outdoor event sign and monthly lunch calendars are used as District outreach to all families notifying them of volunteer and committee work opportunities, student attendance and monthly activity reminders. Oak View District offers parents a variety of participation opportunities through the School Site Council, LCAP meetings, ELAC and Parent Teacher Club. 42% of parents/students completed a parent/student school survey in 2014-2015. Increase the percentage of parents/students participating in the school survey by 5%. Less than 1% of parents attended a Parent Teacher Club, School Site Council or ELAC meeting in 2014-2015 as verified by sign-in sheets. According to the 2014-2015 parent/student survey, 51% of parents feel that they regularly participate in activities/events on campus of in the classroom and 75% of parents feel that Oak View School District notifies them in a timely manner about upcoming events.

B - In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities are offered to families of unduplicated students. Parents of English learners can participate in the ELAC, DELAC and EL LCAP advisory committee. Less than .5% of families participated in ELAC, DLAC or EL LCAP advisory committees in 2014-2015 as verified by Participation lists and parent sign-in sheets. Increase the percentage of families participating in advisory committees by 1%.

C - In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities are offered to parents with exceptional needs students. Parents are encouraged to participate and make decisions through the IEP process, discussing goals, student placement, curricular programs and behavioral interventions and encouraged to participate in the Community Advisory Committee through the local SELPA (LASER). 100% of parents participated in the IEP process in 2014-2015 as verified by attendance sign-in sheets and SEIS reports.

- Pupil Engagement: Priority 5

A - Attendance rates will grow yearly by 1% to be 98.93%, verified by CALPADS report. 14-15 data: 97.93%.

B - Maintain a 0% chronic absenteeism rate, verified by CALPADS report. 14-15 data: 0%

C - Maintain a 0% middle school dropout rate, verified by CALPADS report. 14-15 data: 0%.

D - No data reported. Oak View is a K-8 District and does not calculate High school dropout rates.

E - No data reported. Oak View is a K-8 District and does not calculate High school graduation rates.

- School Climate: Priority 6

A - Suspension rates will decrease yearly by 1%, verified by CALPADS report. 14-15 data: 4% suspension rate. 63% were white, 31% were hispanic and 5% were more than one race. 21% were female and 79% were male.

B - Maintain a 0% expulsion rate, verified by CALPADS reports. 14-15 data: 0%

C - Current data from the California Healthy Kids Survey (CHKS) indicates that 88% of 7th grade students feel a sense of school connectedness and 100% feel a sense of school safety. Oak View District will work to increase the percentage of student's sense of school connectedness by 10% overall, as verified by the CHKS. No subgroup data available.

C - Current data from Oak View District Parent/Student Survey indicates that 84% of parents/students feel that the school is a safe and orderly place to learn. . Current data from the California Healthy Kids Staff Survey indicates that 27% of staff feel that Oak View District provides adequate counseling and support services and 88% of staff feel that the campus is safe for staff and students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Attendance Incentive Program – Students will have the opportunity to earn incentives for perfect attendance throughout the year.</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>Incentives and Supplies 4000-4999: Books And Supplies Supplemental \$550 Perfect Attendance Field Trip 5000-5999: Services And Other Operating Expenditures Supplemental \$1,600</p>
<p>2.2 Home-School Connection Newsletter, Blackboard Automated Phone System, Pancake Breakfast</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>Home School Connection Newsletter 4000-4999: Books And Supplies Supplemental \$400 Blackboard Automated Phone System 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000 Pancake Breakfast 4000-4999: Books And Supplies Supplemental \$500</p>
<p>2.3 Transportation – Students who live in the district will receive free transportation to and from school.</p>	<p>All</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>Home to School Mileage 4000-4999: Books And Supplies Base \$12,736 Maintenance 5000-5999: Services And Other Operating Expenditures Base \$18,263 Bus Driver Salary 2000-2999: Classified Personnel Salaries Base \$48,822 Bus Driver Benefits 3000-3999: Employee Benefits Base \$20,486</p>

<p>2.4 Safe and Well Maintained Facilities – All students will have access to facilities that are clean, safe and in good working order. This includes classrooms, cafeteria, gym, multipurpose room, parking lots and playground areas</p>	<p>ALL</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>Maintenance Projects 6000-6999: Capital Outlay Base \$130,000 Repairs 5000-5999: Services And Other Operating Expenditures Base \$12,500 Equipment 4000-4999: Books And Supplies Base \$5,000 Materials and Supplies 4000-4999: Books And Supplies Base \$12,500</p>
<p>2.5 Part time Counseling Services - Counseling services will be provided to all students to meet mental health, academic and behavioral needs.</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>Contract for Counseling Services 5000-5999: Services And Other Operating Expenditures Supplemental \$36,480 Materials and Supplies 4000-4999: Books And Supplies Supplemental \$1,400</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Parental Involvement: Priority 3

A - Annual parent/student survey results are used to seek input regarding programs and services offered to parents to help in the decision making process. A Blackboard automated phone system, outdoor event sign and monthly lunch calendars are used as District outreach to all families notifying them of volunteer and committee work opportunities, student attendance and monthly activity reminders. Oak View District offers parents a variety of participation opportunities through the School Site Council, LCAP meetings, ELAC and Parent Teacher Club. 42% of parents/students completed a parent/student school survey in 2014-2015. Increase the percentage of parents/students participating in the school survey by 5%. Less than 1% of parents attended a Parent Teacher Club, School Site Council or ELAC meeting in 2014-2015 as verified by sign-in sheets. According to the 2014-2015 parent/student survey, 51% of parents feel that they regularly participate in activities/events on campus of in the classroom and 75% of parents feel that Oak View School District notifies them in a timely manner about upcoming events.

B - In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities are offered to families of unduplicated students. Parents of English learners can participate in the ELAC, DELAC and EL LCAP advisory committee. Less than .5% of families participated in ELAC, DLAC or EL LCAP advisory committees in 2014-2015 as verified by Participation lists and parent sign-in sheets. Increase the percentage of families participating in advisory committees by 1%.

C - In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities are offered to parents with exceptional needs students. Parents are encouraged to participate and make decisions through the IEP process, discussing goals, student placement, curricular programs and behavioral interventions and encouraged to participate in the Community Advisory Committee through the local SELPA (LASER). 100% of parents participated in the IEP process in 2014-2015 as verified by attendance sign-in sheets and SEIS reports.

- Pupil Engagement: Priority 5

A - Attendance rates will grow yearly by 1% to be 98.93%, verified by CALPADS report. 14-15 data: 97.93%.

B - Maintain a 0% chronic absenteeism rate, verified by CALPADS report. 14-15 data: 0%

C - Maintain a 0% middle school dropout rate, verified by CALPADS report. 14-15 data: 0%.

D - No data reported. Oak View is a K-8 District and does not calculate High school dropout rates.

E - No data reported. Oak View is a K-8 District and does not calculate High school graduation rates.

- School Climate: Priority 6

A - Suspension rates will decrease yearly by 1%, verified by CALPADS report. 14-15 data: 4% suspension rate. 63% were white, 31% were hispanic and 5% were more than one race. 21% were female and 79% were male.

B - Maintain a 0% expulsion rate, verified by CALPADS reports. 14-15 data: 0%

C - Current data from the California Healthy Kids Survey (CHKS) indicates that 88% of 7th grade students feel a sense of school connectedness and 100% feel a sense of school safety. Oak View District will work to increase the percentage of student's sense of school connectedness by 10% overall, as verified by the CHKS. No subgroup data available.

C - Current data from Oak View District Parent/Student Survey indicates that 84% of parents/students feel that the school is a safe and orderly place to learn. . Current data from the California Healthy Kids Staff Survey indicates that 27% of staff feel that Oak View District provides adequate counseling and support services and 88% of staff feel that the campus is safe for staff and students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Attendance Incentive Program – Students will have the opportunity to earn incentives for perfect attendance throughout the year.</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>Incentives and Supplies 4000-4999: Books And Supplies Supplemental \$550 Perfect Attendance Field Trip 5000-5999: Services And Other Operating Expenditures Supplemental \$1,600</p>
<p>2.2 Home-School Connection Newsletter, Blackboard Automated Phone System, Pancake Breakfast</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>Home School Connection Newsletter 4000-4999: Books And Supplies Supplemental \$400 Blackboard Automated Phone System 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000 Pancake Breakfast 4000-4999: Books And Supplies Supplemental \$500</p>
<p>2.3 Transportation – Students who live in the district will receive free transportation to and from school.</p>	<p>All</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>Home to School Mileage 4000-4999: Books And Supplies Base \$12,736 Maintenance 5000-5999: Services And Other Operating Expenditures Base \$18,263 Bus Driver Salary 2000-2999: Classified Personnel Salaries Base \$48,822 Bus Driver Benefits 3000-3999: Employee Benefits Base \$20,486</p>

<p>2.4 Safe and Well Maintained Facilities – All students will have access to facilities that are clean, safe and in good working order. This includes classrooms, cafeteria, gym, multipurpose room, parking lots and playground areas</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Maintenance Projects 6000-6999: Capital Outlay Base \$130,000 Repairs 5000-5999: Services And Other Operating Expenditures Base \$12,500 Equipment 4000-4999: Books And Supplies Base \$5,000 Materials and Supplies 4000-4999: Books And Supplies Base \$12,500</p>
<p>2.5 Part time Counseling Services - Counseling services will be provided to all students to meet mental health, academic and behavioral needs.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Contract for Counseling Services 5000-5999: Services And Other Operating Expenditures Supplemental \$36,480 Materials and Supplies 4000-4999: Books And Supplies Supplemental \$1,400</p>
		<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Maintain at least a 10% annual reclassification rate for number of English Learners Reclassified to English Proficient	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p>As measured by:</p> <p>Academic Standards: 100% of teachers received CCSS PD in the area of Math, ELA/ELD as verified by the District professional development schedule and sign in sheets, 100% of classrooms are using adopted CCSS mathematics curriculum as verified by the District Curriculum Distribution Lists, ELD/ELA Curriculum is currently being reviewed for adoption in 2016, 100% of students have access to CCSS technology in the classroom as verified by the District Student Technology Lists, 100% of 3rd-8th grade students have access to the CAASPP through technology as verified by the CAASPP Student Lists and Students have Board adopted instructional materials for all other curricular areas as verified by District Curriculum Distribution Lists. 2015 CAASPP data will be used to establish a baseline for future growth. By having ELD coordinators as well as EL trained teacher assistants and teachers, English Learners have access to CCSS giving them increased academic content knowledge and English language proficiency.</p> <p>Pupil Achievement: Many metrics within priority four do not apply to elementary students. Baseline data to come in the Fall of 2015, reclassification rate of 31% and will continue to reclassify 10% of EL students annually. According to AMAO 1, 50.8% of English Learners are making progress towards becoming English proficient. The district would like to see an increase in this percentage to meet the State goal of 59%.</p> <p>Course Access: All students have access to all areas of study and are appropriately enrolled as referenced by class rosters and</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Academic Standards: 100% of teachers received CCSS PD in the area of Math, ELA/ELD as verified by the District professional development schedule and sign in sheets, 100% of classrooms are using adopted CCSS mathematics curriculum as verified by the District Curriculum Distribution Lists, Houghton Mifflin Harcourt Journeys (K-6) and Collections (7-8) will be adopted for use starting in the 2017 school year and all teachers will participate in training on the new ELA/ELD curriculum in the Spring of 2016, 100% of students have access to CCSS technology in the classroom as verified by the District Student Technology Lists, 100% of 3rd-8th grade students have access to the CAASPP through technology as verified by the CAASPP Student Lists and Students have Board adopted instructional materials for all other curricular areas as verified by District Curriculum Distribution Lists. 2015 CAASPP data will be used to establish a baseline for future growth. By having an ELD coordinator as well as EL trained teacher assistants and teachers, English learners have access to CCSS giving them increased academic content knowledge and English language proficiency.</p> <p>Pupil Achievement: Many metrics within priority four do not apply to elementary students. Baseline data for CAASPP shows that 34% of all students met the ELA standard and 29% met the Math standard. The reclassification rate was 21% and will continue to reclassify 10% of English learners annually. According to certified AMAO 1, 44.1% of English learners made progress towards becoming English proficient. The district would like to see an increase in this percentage to meet the State goal of 59%.</p>

<p>class schedules. Pull-out programs are available for English Learners, Students with Disabilities, Low Income and Foster Youth as well as Teacher Assistants to provide support in the classroom.</p>	<p>Course Access: All students had access to all areas of study and were appropriately enrolled as referenced by class rosters and class schedules. Pull-out programs were available for English Learners, Students with Disabilities, Low Income and Foster Youth as well as Teacher Assistants who provided support in the classroom.</p> <p>All programs and services were deemed effective and will continue.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Two part-time ELD teacher/CELDT Coordinators- Two part-time ELD teacher/CELDT Coordinators will identify and evaluate all English Learners. Instruction for English Learners will be given in the classroom by the general education teacher or in a pull-out program by the EL teachers</p>	<p>Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$106,299</p> <p>Teacher Benefits 3000-3999: Employee Benefits Supplemental \$32,825</p> <p>CELDT Testing Costs 5000-5999: Services And Other Operating Expenditures Supplemental \$250</p> <p>Materials 4000-4999: Books And Supplies Supplemental \$150</p>	<p>Maintained one part-time ELD teacher/CELDT Coordinator and hired an additional part-time ELD teacher/CELDT Coordinator who identified and evaluated all English Learners. Instruction for English Learners was given in the classroom by the general education teacher or in the pull-out program by the EL teachers.</p>	<p>Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$52,901</p> <p>Teacher Benefits 3000-3999: Employee Benefits Supplemental \$17,162</p> <p>CELDT Testing Costs 5000-5999: Services And Other Operating Expenditures Supplemental \$503</p> <p>Materials 4000-4999: Books And Supplies Supplemental \$57</p>
<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Part-time Teacher Assistants- Part-time teacher assistants will be placed in all K-3 general education classrooms to assist with the delivery</p>	<p>Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Base/Supplemental/Other \$32,596</p>	<p>Maintained part-time teacher assistants in all K-3 general education classrooms that assisted with the delivery of ELD instruction</p>	<p>Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Supplemental \$75,050</p>

of ELD instruction	Teacher Assistant Benefits 3000-3999: Employee Benefits Base/Supplemental/Other \$7,065		Teacher Assistant Benefits 3000-3999: Employee Benefits Supplemental \$15,819								
<table border="1"> <tr> <td data-bbox="111 250 243 310">Scope of Service</td> <td data-bbox="254 250 558 310">District wide</td> </tr> <tr> <td colspan="2" data-bbox="111 342 558 610"> <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) </td> </tr> </table>	Scope of Service	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)			<table border="1"> <tr> <td data-bbox="1052 250 1184 310">Scope of Service</td> <td data-bbox="1194 250 1503 310">District wide</td> </tr> <tr> <td colspan="2" data-bbox="1052 342 1503 610"> <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) </td> </tr> </table>	Scope of Service	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)		
Scope of Service	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)											
Scope of Service	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)											
Staff Professional Development - Staff will participate in training related to ELD instructional strategies and standards.	Training 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500 Materials and Supplies 4000-4999: Books And Supplies Supplemental \$720	Conducted professional development in the area of ELD instructional strategies and standards for all staff.	Training 5000-5999: Services And Other Operating Expenditures Other \$3,794 Materials and Supplies 4000-4999: Books And Supplies Supplemental \$0								
<table border="1"> <tr> <td data-bbox="111 846 243 906">Scope of Service</td> <td data-bbox="254 846 558 906">District wide</td> </tr> <tr> <td colspan="2" data-bbox="111 938 558 1190"> <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) </td> </tr> </table>	Scope of Service	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)			<table border="1"> <tr> <td data-bbox="1052 846 1184 906">Scope of Service</td> <td data-bbox="1194 846 1503 906">District wide</td> </tr> <tr> <td colspan="2" data-bbox="1052 938 1503 1190"> <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) </td> </tr> </table>	Scope of Service	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)		
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Scope of Service	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)											
Supplemental Academic Programs – Supplemental curriculum and software will be utilized to instruct and assist English Learners in the classroom and through an ELD pull-out program.	Curriculum 4000-4999: Books And Supplies Supplemental \$2,500 Software 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000 Training 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000	Purchased supplemental curriculum and software used to instruct and assist English Learners in the classroom and through the ELD pull-out program.	Curriculum 4000-4999: Books And Supplies Supplemental \$1,415 Software 5000-5999: Services And Other Operating Expenditures Supplemental \$1,822 Training 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000								

	Hardware 4000-4999: Books And Supplies Supplemental \$2,000		Hardware 4000-4999: Books And Supplies Supplemental \$0
<p>Scope of Service: ALL</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: ALL</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Moving forward the District will condense the four goals down into two goals and make changes to the following actions, services and expenditures:</p> <p>Two part-time ELD teacher/CELDT Coordinators - Restructure to one part-time and one-full time Intervention teaching position to support all students in the areas of reading and mathematics, including English learners, in a pull-out program. The part-time position will continue to be funded with supplemental money while the full-time position will be funded with Title I funds.</p> <p>Part-time Teacher Assistants - They will be fully funded with supplemental funds.</p> <p>Staff Professional Development (ELD strategies) - This will be fully funded with Title III funds.</p> <p>Supplemental Academic Programs - No changes.</p>		

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

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

Original GOAL 2 from prior year LCAP:	Maintain an annual 97% average daily attendance rate.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p>As measured by:</p> <p>Parent Involvement: an annual parent/student survey is used to seek input on programs and services, annually, three ELAC meetings, four SSC meetings, eleven school board meetings, twelve parent club meetings, parent-teacher conferences, SST's and IEP's are held to seek parent input, 47% of the annual Blackboard automated phone messages are outreach calls informing parents of volunteer opportunities as well as monthly reminders on the lunch calendar and outdoor event sign and 51% of the annual Blackboard automated phone messages are attendance calls. The district plans to continue with all efforts to seek parent participation and input for all groups including the parents of unduplicated pupils and students with disabilities. The district hopes to increase parent participation in on-campus activities.</p> <p>Pupil Engagement: 97.93% annual attendance rate, the District has zero chronic absence students and 0% middle school dropout rate. The district expects to maintain these rates.</p> <p>School Climate: 2% suspension rate 0% expulsion rate and 88% of students feel safe at school as verified by the California Healthy Kids Survey (CHKS). The district expects to decrease the suspension rate, maintain the expulsion rate and increase the percentage of students who feel safe at school according to the CHKS.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Parent Involvement: The annual parent/student survey was used to seek input on programs and services. Three ELAC meetings, four SSC meetings, eleven school board meetings, twelve parent club meetings, parent-teacher conferences, SST's and IEP's were held to seek parent input. 47% of the annual Blackboard automated phone messages were outreach calls informing parents of volunteer opportunities as well as monthly reminders on the lunch calendar and outdoor event sign. 53% of the annual Blackboard automated phone messages were attendance calls. The district plans to continue with all efforts to seek parent participation and input for all groups including the parents of unduplicated pupils and students with disabilities. The district hopes to increase parent participation in on-campus activities.</p> <p>Pupil Engagement: The annual attendance rate was 97.93%, the District had zero chronic absence students and 0% middle school dropout rate. The district expects to maintain these rates.</p> <p>School Climate: The suspension rate was 4% and there was a 0% expulsion rate. 88% of students feel safe at school as verified by the California Healthy Kids Survey (CHKS). The district expects to decrease the suspension rate, maintain the expulsion rate and increase the percentage of students who feel safe at school according to the CHKS.</p> <p>All programs and services were deemed effective and will continue.</p>

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Part-time Band Teacher – A part-time band teacher will introduce music and instruments to K-8 students through a push-in and pull-out program.</p>	<p>Band Teacher Salary 1000-1999: Certificated Personnel Salaries Base/Supplemental \$24,300</p> <p>Band Teacher Benefits 3000-3999: Employee Benefits Base/Supplemental \$2,388</p> <p>Materials 4000-4999: Books And Supplies Base/Supplemental \$1000</p> <p>Equipment Repairs 5000-5999: Services And Other Operating Expenditures Base/Supplemental \$1,500</p>	<p>Maintained a part-time band teacher who taught beginning and intermediate bands to students in grades 5-8.</p>	<p>Band Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$25,503</p> <p>Band Teacher Benefits 3000-3999: Employee Benefits Supplemental \$910</p> <p>Materials 4000-4999: Books And Supplies Supplemental \$939</p> <p>Equipment Repairs 5000-5999: Services And Other Operating Expenditures Supplemental \$300</p>
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Attendance Incentive Program – Students will have the opportunity to earn incentives for perfect attendance throughout the year.</p>	<p>Incentives 4000-4999: Books And Supplies Base/Supplemental/Other \$550</p> <p>Supplies 4000-4999: Books And Supplies Base/Supplemental/Other \$200</p> <p>Perfect Attendance Field Trip 5000-5999: Services And Other Operating Expenditures Base/Supplemental \$1,200</p>	<p>All students had the opportunity to earn incentives for perfect attendance throughout the year.</p>	<p>Incentives 4000-4999: Books And Supplies Supplemental \$240</p> <p>Supplies 4000-4999: Books And Supplies Supplemental \$301</p> <p>Perfect Attendance Field Trip 5000-5999: Services And Other Operating Expenditures Supplemental \$1,585</p>
<p>Scope of Service District wide</p>		<p>Scope of Service District wide</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Parent Involvement – Parents will have the opportunity to learn about events and volunteer opportunities through the automated phone system. Parents will also receive information through a monthly newsletter on how to become more involved with their child’s education.</p>	<p>Blackboard Parent Notification 5000-5999: Services And Other Operating Expenditures Base/Supplemental \$1,035 Parent Monthly Newsletter 4000-4999: Books And Supplies Base/Supplemental/Other \$1,000</p>	<p>Parents had the opportunity to learn about events and volunteer opportunities through the automated phone system. They also received information through Home School Connection, a monthly newsletter sent home to all families.</p>	<p>Blackboard Parent Notification 5000-5999: Services And Other Operating Expenditures Supplemental \$958 Parent Monthly Newsletter 4000-4999: Books And Supplies Base/Supplemental/Other \$387</p>
<p>Scope of Service District wide ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service District wide ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Student Activities and Programs – Students will have the opportunity to participate in school activities both during and after school to strengthen their commitment to school attendance. All general education classrooms will attend at least one field trip per year to expose students to learning outside of the classroom. Students will have the opportunity to attend an outdoor education program during their 6th grade year.</p>	<p>Intermural Sports Program 4000-4999: Books And Supplies Base/Supplemental/Other \$250 Trash Bashers Club 4000-4999: Books And Supplies Base/Supplemental/Other \$850 Field Trips 5000-5999: Services And Other Operating Expenditures Base/Supplemental \$4,500 Outdoor Education 5000-5999: Services And Other Operating Expenditures Base/Supplemental/Other \$9,000</p>	<p>Students had the opportunity to participate in school activities during school to strengthen their commitment to school attendance. All general education classrooms had the opportunity to attend at least one field trip to expose students to learning outside of the classroom. All sixth grade students had the opportunity to attend the outdoor education program.</p>	<p>Intermural Sports Program 4000-4999: Books And Supplies Supplemental \$105 Trash Bashers Club 4000-4999: Books And Supplies Supplemental \$481 Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental \$5,500 Outdoor Education 5000-5999: Services And Other Operating Expenditures Base \$7,950</p>

<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Transportation – Students who live in the district will receive free transportation to and from school.</p>	<p>Home to School Mileage 4000-4999: Books And Supplies Base \$17,383</p> <p>Maintenance 5000-5999: Services And Other Operating Expenditures Base \$9,520</p> <p>Bus Driver Salary 2000-2999: Classified Personnel Salaries Base \$49,756</p> <p>Bus Driver Benefits 3000-3999: Employee Benefits Base \$18,514</p> <p>Supplies 4000-4999: Books And Supplies Base \$5,660</p>	<p>All students who live in the district received free transportation to and from school.</p>	<p>Home to School Mileage 4000-4999: Books And Supplies Base \$12,736</p> <p>Maintenance 5000-5999: Services And Other Operating Expenditures Base \$18,263</p> <p>Bus Driver Salary 2000-2999: Classified Personnel Salaries Base \$50,479</p> <p>Bus Driver Benefits 3000-3999: Employee Benefits Base \$18,702</p> <p>Supplies 4000-4999: Books And Supplies Base \$11,736</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>ALL</td> </tr> </table>	Scope of Service	ALL		<table border="1"> <tr> <td>Scope of Service</td> <td>ALL</td> </tr> </table>	Scope of Service	ALL	
Scope of Service	ALL						
Scope of Service	ALL						
<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to</p>	<p>Moving forward the District will condense the four goals down into two goals and make changes to the following actions, services and expenditures:</p> <p>Part-time Band Teacher - This position will be fully funded with supplemental funds.</p>						

goals?	<p>Attendance Incentive Program - This program will be fully funded with supplemental funds.</p> <p>Parent Involvement - A free community pancake breakfast has been added to this action item to increase parent volunteer opportunities. This action item will be fully funded with supplemental funds.</p> <p>Student Activities and Programs - The 6th grade Outdoor Education opportunity has been removed from this action item and made into it's own action item funded by base funds. The remaining programs in this action item will be fully funded with supplemental funds.</p> <p>Transportation - No changes</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 3 from prior year LCAP:	Students will demonstrate growth in all academic areas relative to their learning needs.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	As measured by: Basic Services: 100% of teachers are highly qualified and appropriately assigned as verified by the Williams Report, 100% of students have access to adopted curriculum and technology as verified by the Williams Report, 100% of students have access to working, clean facilities in good repair as verified in the Williams Report. The district expects to maintain 100% compliance according to Quarterly Williams Reports.	Actual Annual Measurable Outcomes:	As measured by: Basic Services: 100% of teachers were highly qualified and appropriately assigned as verified by CALPADS, 100% of students had access to adopted curriculum and technology as verified by the District Curriculum Distribution Lists, 100% of students had access to working, clean facilities in good repair as verified in the School Accountability Report Card. The district expects to maintain these rates according to the School Accountability Report Card. All programs and services were deemed effective and will continue.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Highly Qualified Staff – All staff will be highly qualified and appropriately assigned to all classrooms and support programs.	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$1,102,050 Teacher Benefits 3000-3999: Employee Benefits Base \$312,219 Teacher Assistant Salaries 2000-2999: Classified Personnel Salaries Base/Supplemental/Other \$37,120 Teacher Assistants Benefits 3000-3999: Employee Benefits	All staff is highly qualified and was appropriately assigned to all classrooms and support programs.	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base/Lottery \$1,131,023 Teacher Benefits 3000-3999: Employee Benefits Base/Lottery \$311,126 Teacher Assistant Salaries 2000-2999: Classified Personnel Salaries Supplemental \$75,050 Teacher Assistants Benefits 3000-

	Base/Supplemental/Other \$8,045		3999: Employee Benefits Supplemental \$15,819
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Sufficient Textbooks and Supplies – All students will have access to approved curriculum and textbooks that are in good condition as well as all necessary materials and supplies for learning.</p>	<p>Textbooks 4000-4999: Books And Supplies Base \$15,000 Classroom Supplies 4000-4999: Books And Supplies Base \$20,079 Software 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>	<p>All students had access to approved curriculum and textbooks that were in good condition as well as all necessary materials and supplies for learning.</p>	<p>Textbooks 4000-4999: Books And Supplies Base \$19,800 Classroom Supplies 4000-4999: Books And Supplies Base \$25,000 Software 5000-5999: Services And Other Operating Expenditures Supplemental \$1,822</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implementation of Common Core State Standards - Students will have access to approved English Language Arts curriculum.. all teachers will receive appropriate training in CCSS and Smarter Balanced Assessment. Implementation of technology in the form of hardware and software will</p>	<p>Hardware 4000-4999: Books And Supplies Other \$2,000 Curriculum 4000-4999: Books And Supplies Base \$67,000 Professional Development 5000-5999: Services And Other Operating Expenditures Base \$5,300</p>	<p>All students had access to approved English Language Arts curriculum. All teachers received appropriate training in CCSS and Smarter Balanced Assessment. Hardware and software was implemented and maintained to successfully administer the CAASPP.</p>	<p>Hardware 4000-4999: Books And Supplies Other \$0 Curriculum 4000-4999: Books And Supplies Base \$0 Professional Development 5000-5999: Services And Other Operating Expenditures Base \$6,650</p>

<p>occur to successfully administer the CAASPP.</p>	<p>Software 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>		<p>Software 5000-5999: Services And Other Operating Expenditures Base \$0</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintenance, Operations and Facilities – All students will have access to facilities that are clean, safe and in good working order. This includes classrooms, cafeteria, gym, multipurpose room, parking lots and playground areas.</p>	<p>Maintenance Projects 6000-6999: Capital Outlay Base \$100,000</p> <p>Equipment 4000-4999: Books And Supplies Base \$7,500</p> <p>Supplies 4000-4999: Books And Supplies Base \$14,364</p>	<p>All students had access to facilities that were clean, safe and in good working order. This included classrooms, cafeteria, gym, multipurpose room, parking lots and playground areas.</p>	<p>Maintenance Projects 6000-6999: Capital Outlay Base \$234,940</p> <p>Equipment 4000-4999: Books And Supplies Base \$4,507</p> <p>Supplies 4000-4999: Books And Supplies Base \$12,334</p> <p>Repairs 5000-5999: Services And Other Operating Expenditures Base \$12,198</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Student Assessment Programs – Students will have access to supplemental instruction and assessments.</p>	<p>Software 5000-5999: Services And Other Operating Expenditures Base \$3,000</p> <p>Professional Development 5000-</p>	<p>All students had access to supplemental instruction and assessments.</p>	<p>Software 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Professional Development 5000-5999:</p>

	<p>5999: Services And Other Operating Expenditures Base \$1,500</p> <p>Materials & Supplies 4000-4999: Books And Supplies Base \$16,685</p> <p>Hardware 4000-4999: Books And Supplies Base \$2,000</p>		<p>Services And Other Operating Expenditures Base \$0</p> <p>Materials & Supplies 4000-4999: Books And Supplies Base \$0</p> <p>Hardware 4000-4999: Books And Supplies Base \$0</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Moving forward the District will condense the four goals down into two goals and make changes to the following actions, services and expenditures:</p> <p>Highly Qualified Staff - No changes.</p> <p>Sufficient Textbooks and Supplies - No changes.</p> <p>Implementation of Common Core State Standards - No changes.</p> <p>Maintenance, Operations and Facilities - No changes.</p> <p>Student Assessment Programs - No changes.</p>		

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

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

Original GOAL 4 from prior year LCAP:	Students with Disabilities will show academic improvement as indicated in their Individualized Education Plan.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Other Pupil Outcomes: Students in grades K-2nd will show improvement towards reading proficiency using DIBELS assessments. Students in grades 3rd-8th will show an improvement towards reading proficiency using CAASPP scores. The district will increase student reading levels with the implementation of a counselor, supplemental curriculum and technology as well as staff development in the area of instructional strategies	Actual Annual Measurable Outcomes:	Other Pupil Outcomes: Students in grades K-6th showed improvement towards reading proficiency on their DIBELS assessments. Students in grades 7th-8th showed an improvement towards reading proficiency according to their CAASPP scores. The district increased student reading levels with the implementation of a counselor, supplemental curriculum and technology as well as staff development in the area of instructional strategies. All programs and services were deemed effective and will continue.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Special Education Staff – A full-time special education teacher and part-time special education teacher assistant will instruct special education students and fulfill all requirements on IEP's	Teacher Salary 1000-1999: Certificated Personnel Salaries Other \$76,862	Maintained a full-time special education teacher and part-time special education teacher assistant who instructed special education students and fulfilled all requirements on IEP's	Teacher Salary 1000-1999: Certificated Personnel Salaries Other \$80,600
	Teacher Benefits 3000-3999: Employee Benefits Other \$22,035		Teacher Benefits 3000-3999: Employee Benefits Other \$23,524
	Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Other \$13,041		Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Other \$11,809
	Teacher Assistant Benefits 3000-3999: Employee Benefits Other \$2,826		Teacher Assistant Benefits 3000-3999: Employee Benefits Other \$2,552

<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities</u></p>		<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities</u></p>	
<p>Student Technology – All students with disabilities will have access to hardware and software for delivery of academic instruction and assessment. Special education staff will have access to professional development in the area of technology to assist with the instruction of special education students.</p>	<p>Hardware 4000-4999: Books And Supplies Other \$2,000</p> <p>Software 5000-5999: Services And Other Operating Expenditures Other \$3,000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Other \$500</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Other \$500</p>	<p>All students with disabilities had access to hardware and software for delivery of academic instruction and assessment. Special education staff had access to professional development in the area of technology to assist with the instruction of special education students.</p>	<p>Hardware 4000-4999: Books And Supplies Other \$0</p> <p>Software 5000-5999: Services And Other Operating Expenditures Other \$1,100</p> <p>Materials and Supplies 4000-4999: Books And Supplies Other \$0</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Other \$0</p>
<p>Scope of Service ALL</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities</u></p>		<p>Scope of Service ALL</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities</u></p>	
<p>Supplemental Programs – All students with disabilities will have access to supplemental instructional programs and assessment. All staff will have the opportunity to receive professional development in the area of special education, instructional strategies,</p>	<p>Curriculum 4000-4999: Books And Supplies Other \$2,467</p> <p>Materials & Supplies 4000-4999: Books And Supplies Other \$4,815</p> <p>Software 5000-5999: Services And Other Operating Expenditures Other \$3,000</p>	<p>All students with disabilities had access to supplemental instructional programs and assessment. All staff had the opportunity to receive professional development in the area of special education, instructional strategies, behavioral modification, and</p>	<p>Curriculum 4000-4999: Books And Supplies Other \$93</p> <p>Materials & Supplies 4000-4999: Books And Supplies Other \$548</p> <p>Software 5000-5999: Services And Other Operating Expenditures Other \$0</p>

behavioral modification, and special education resources and programs.	Hardware 4000-4999: Books And Supplies Other \$2,000 Professional Development 5000-5999: Services And Other Operating Expenditures Other \$1,500	special education resources and programs.	Hardware 4000-4999: Books And Supplies Other \$0 Professional Development 5000-5999: Services And Other Operating Expenditures Other \$129
Scope of Service: ALL <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities		Scope of Service: ALL <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	
Counseling Services – Counseling services will be provided to all students to meet mental health, academic and behavioral needs.	Counseling Services 5000-5999: Services And Other Operating Expenditures Other \$20,000 Materials and Supplies 4000-4999: Books And Supplies Other \$1,500	Counseling services were provided to all students to meet mental health, academic and behavioral needs.	Counseling Services 5000-5999: Services And Other Operating Expenditures Supplemental \$21,750 Materials and Supplies 4000-4999: Books And Supplies Supplemental \$0
Scope of Service: All <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Moving forward the District will condense the four goals down into two goals that encompass all of the current actions and services and make changes to the following actions, services and expenditures: Special Education Staff - Will be changed to read "Special Education Program" and will include a resource teacher and materials and supplies. Fully funded with special education funds. Student Technology - No changes.		

	<p>Supplemental Programs - This action item has been incorporated into the Special Education Program action item.</p> <p>Counseling Services - Increased funding added to this item to allow for more students to participate in the program. This item will be fully funded with supplemental funds.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$259,218</u>
<p>Oak View Union School District has an unduplicated pupil count of 48.18%.</p> <p>The following programs and services are provided to students using Supplemental funds:</p> <ul style="list-style-type: none"> • Part-time teacher will provide Intervention, English Language Development and CELDT testing support • Part-time teacher assistants to support English Language Development instruction in K-8 classrooms • Supplemental curriculum and software to instruct English learners in the classroom • Part-time Band teacher to introduce music and instruments to students • Students will have the opportunity to participate in Intermural Sports, Trash Bashers and Field Trips. • Attendance Incentives provided to students • Newsletters, Blackboard Automated System and Pancake Breakfast will be offered to parents to build home/school connections • Part time Counseling Services <p>Supplemental funds are being expended in a Districtwide manner to provide the following programs and services that are principally directed towards meeting the District’s goals for its unduplicated pupils in the eight state priority areas;</p> <p>Goal 1:</p> <ul style="list-style-type: none"> • Action/Service 1.1 – Hire a part-time teacher to provide Intervention support, assist with English Language Development instruction and coordinate CELDT testing. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District’s goals in the state priority areas, 2, 4, 7 through increasing language proficiency and student test scores, but may also serve to support additional at-risk students. According to Research-Based Methods of Reading Instruction for English Language Learners, “English learners in particular, need many and varied opportunities to practice their skills with assistance from the teacher as well as independently.” • Action/Service 1.4 - Supplemental curriculum and software will be used to instruct English learners in the classroom, supporting English Language Development. The services provided are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District’s goals in the state priority areas, 2, 4, 7, is is through our experience that in order to increase language proficiency, reclassification rates and student achievement, but may also support additional students with low language proficiency. • Action/Service 1.5 - Part-time band teacher will introduce music and instruments. The services provided are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District’s goals in the state priority areas, 2, 4, 7, by exposing our unduplicated students to musical opportunities, they might not otherwise have, due to poverty. Many of our unduplicated students struggle academically and don’t enjoy school, but providing them with opportunities to 	

participate in music and play an instrument may strengthen their academics and give them additional opportunities to feel successful and confident in school. According to Bachelorsdegree.org, providing music to students can keep kids interested and engage in school, increases student's language development and reasoning, and can be more emotionally developed, with empathy towards other cultures.

- Action/Service 1.12 - Students will have the opportunity to participate in Intermural Sports, Trash Bashers and Field Trips. The services provided are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority areas 1, 4, 7, 8. Offering these activities at school allows our unduplicated students the opportunities to experience youth sports and traveling to landmarks or entertainment events, they might not have otherwise due to poverty. Research from the Positive Effects of Extra Curricular Activities on Students, suggests that students participating in extracurricular activities are more likely to earn better grades, complete school and have positive aspects to become successful adults.

Goal 2

- Action/Service 2.1 - Attendance Incentives provided to students. The services provided are principally directed and are the most effective use of funds in targeting our unduplicated students in meeting the District's goals in the state priority areas 5, 6. Attendance rates indicate that our unduplicated pupils have some of the lowest attendance rates on campus. Attendance Works suggests that, "Good attendance helps kids succeed in school and bolsters their self-esteem. Improving attendance requires a comprehensive approach that goes beyond sanctions and includes incentives."
- Action/Service 2.2 - Newsletters, Blackboard Automated System and Pancake Breakfast will be offered to parents to build home/school connections. The services provided are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority areas 3, 5, 6. We have found that parent participation for our unduplicated pupils are low. According to Edutopia, researchers Kathleen Hoover-Dempsey and Howard Sandler suggest that, "Parents become involved in their children's education because of three key factors; feeling invited and welcome at school; feeling confident in their ability to help their child and understanding their "job description" including their responsibility to their children's learning." According to Hoover-Dempsey and Howard Sandler, "The one factor that educators have the greatest opportunity to influence is, how welcoming does your school feel to parents? When you communicate with families, do you tend to pass along announcements and due dates, or invite parents to be real partners in their children's education?"
- Action/Service 2.5 - Part time counseling services. The services provided are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority areas, 5 and 6. Our unduplicated pupils make up the largest percentage of students that need counseling services. Research from The National School Climate Council suggests that, "a sustainable, positive school climate is one that fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. Such a climate includes; norms, values, and expectations that support people feeling socially, emotionally and physically safe."

The justification for District-wide implementation of these actions and services is to ensure a positive outcome for student achievement and school connectedness. As our mission statement focuses on all stakeholders working together as a team, and we believe this focus begins in the classroom. Although Districtwide spending is principally directed towards our unduplicated students, all students, at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning. Generation All, suggests that "The new Common Core State Standards also implicate the need for increased opportunities for all students to articulate ideas, create arguments, and solve authentic complex problems. Purposeful collaborative instruction and learning activities support opportunities for discussion, listening, shared thinking and expansion of ideas."

Alternatives considered: Oak View Union considered spending supplemental funds on our unduplicated pupils but realized that only the EL's can be easily targeted and the socioeconomically disadvantaged students cannot legally be identified and targeted separately in a school setting. This forces our district to spend the money school-wide or not at all.

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.

9.0	%
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In order to provide more services to our unduplicated pupils, Oak View Union will increase student services and programs to exceed the proportionality requirements.

Goal 1

1.3- Unduplicated pupils will benefit from the increase of teacher assistant hours in the general education classroom by providing support for English Language Development. Stakeholders felt that the increase of adults in the classroom to lower the student to adult ratio would improve student's ability to access curriculum and become proficient in English.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	2,214,419.00	2,318,972.00	2,380,560.00	2,400,560.00	2,400,560.00	7,181,680.00
Base	1,773,530.00	435,295.00	1,961,813.00	1,981,813.00	1,981,813.00	5,925,439.00
Base/Lottery	0.00	1,442,149.00	0.00	0.00	0.00	0.00
Base/Supplemental	35,923.00	0.00	0.00	0.00	0.00	0.00
Base/Supplemental/Other	96,676.00	387.00	0.00	0.00	0.00	0.00
Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Other	158,046.00	124,149.00	151,491.00	151,491.00	151,491.00	454,473.00
Supplemental	150,244.00	316,992.00	267,256.00	267,256.00	267,256.00	801,768.00
						260,082.00
						516,165.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	2,214,419.00	2,318,972.00	2,380,560.00	2,400,560.00	2,400,560.00	7,181,680.00
1000-1999: Certificated Personnel Salaries	1,309,511.00	1,290,027.00	1,364,850.00	1,364,850.00	1,364,850.00	4,094,550.00
2000-2999: Classified Personnel Salaries	132,513.00	212,388.00	140,804.00	140,804.00	140,804.00	422,412.00
3000-3999: Employee Benefits	405,917.00	405,614.00	484,916.00	484,916.00	484,916.00	1,454,748.00
4000-4999: Books And Supplies	190,173.00	90,679.00	181,767.00	181,767.00	181,767.00	545,301.00
5000-5999: Services And Other Operating Expenditures	76,305.00	85,324.00	98,223.00	98,223.00	98,223.00	294,669.00
6000-6999: Capital Outlay	100,000.00	234,940.00	110,000.00	130,000.00	130,000.00	370,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	2,214,419.00	2,318,972.00	2,380,560.00	2,400,560.00	2,400,560.00	7,181,680.00
		0	0	0	0	0	0
1000-1999: Certificated Personnel Salaries	Base	1,102,050.00	0.00	1,201,482.00	1,201,482.00	1,201,482.00	3,604,446.00
		0		0	0	0	0
1000-1999: Certificated Personnel Salaries	Base/Lottery	0.00	1,131,023.00	0.00	0.00	0.00	0.00
			0				
1000-1999: Certificated Personnel Salaries	Base/Supplemental	24,300.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	76,862.00	80,600.00	84,575.00	84,575.00	84,575.00	253,725.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
5000-5999: Services And Other Operating Expenditures	Other	28,000.00	5,023.00	9,300.00	9,300.00	9,300.00	27,900.00
5000-5999: Services And Other Operating Expenditures	Supplemental	5,750.00	35,240.00	50,010.00	50,010.00	50,010.00	150,030.00
6000-6999: Capital Outlay	Base	100,000.00	234,940.00	110,000.00	130,000.00	130,000.00	370,000.00

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).

2014-15 Smarter Balanced Assessment Results		STANDARD NOT MET	STANDARD NEARLY MET	STANDARD MET	STANDARD EXCEEDED	
All Students	ELA	22%	28%	34%	17%	
	Math	20%	34%	29%	17%	
Hispanic or Latino	ELA	33%	37%	24%	7%	
	Math	29%	38%	23%	9%	
White	ELA	12%	22%	42%	24%	
	Math	13%	30%	34%	23%	
Economically Disadvantaged	ELA	32%	35%	25%	8%	
	Math	29%	37%	22%	12%	
English learner	ELA	66%	31%	4%	0%	
	Math	25%	38%	31%	5%	