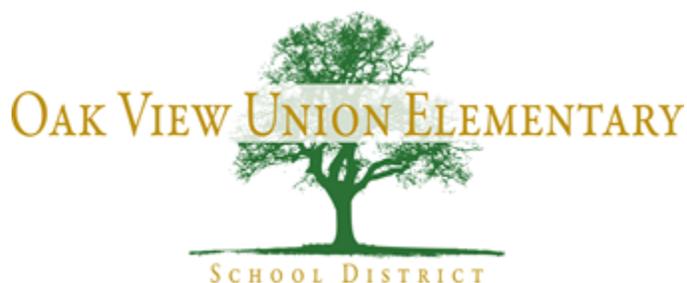


LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Oak View Union Elementary School District		
Contact Name and Title	Beverly Boone Superintendent	Email and Phone	bboone@sjcoe.net 209-368-0636

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Oak View School District is a single-school school district, which opened in 1929. It is located in a rural area of San Joaquin County approximately half way between Sacramento and Stockton. It serves approximately 410 students in grades K-8.

Currently approximately 48.4% of the students are Caucasian, 42.4% are Hispanic, 5.1% are two or more races, 1.2% are Asian, 0.5% are American Indian, 0.7% are Filipino and 0.2% are African American, 1.2% are Pacific Islander and 0.3% are listed as other. There are two Certificated Administrators, the Superintendent/Principal, the Vice Principal, 21 credentialed Teachers that include one part-time intervention teacher, one full-time intervention teacher/ELD coordinator and a part-time band teacher. There is a part-time Psychologist and a part-time Speech Therapist provided by the SELPA. The classified staff consists of a Business Manager, a Director of Transportation, Maintenance, and Operations, one Maintenance/Bus Driver, one full-time Bus Driver/Maintenance/Groundskeeper, a Lead Cook, two part-time Cafeteria Assistants, a full-time School Secretary, a full-time Bilingual School Clerk, a full-time Library Clerk, a part-time Technology Assistant and nine Teacher Assistants, one of which is bilingual. The District contracts one part-time nurse through a medical staffing company and one part-time counselor through the 180 Teen Center. The teacher assistants form much of the core of the assistance program, providing help in all primary classrooms to lower the student/adult ratio as well as assistance in special education. Approximately 50% of all students participate in the free and reduced lunch program.

Grades K-3 are within the State mandated class size average of 24 to 1 with teacher assistants in each classroom.

The school utilizes IEP meetings for special education and extensively uses Student Success Teams to assist students, teachers, and parents with a wide variety of issues. A technology committee meets periodically to review the technology at Oak View and to make recommendations for new acquisitions of hardware, software, and the distribution and use therein.

Mission Statement

We believe that every child is unique and has abilities and talents that should be nurtured. We believe that academic progress is possible and important for all children. Further, we believe that education should be balanced, allowing for the nurturing of academic, physical, and artistic talents of all children. To best achieve high goals, children's self-confidence, and high self-esteem are vital. An excellent physical environment that provides a safe, comfortable, and inviting place for learning is essential. Finally, excellence in education happens best when all stakeholders, including students, teachers, parents, classified staff, administration, and the board work together as a team.

### School Goals

1. To continue to provide a safe learning environment.
2. To implement an effective instructional program for all students:
  - a. Develop student performance in the skills of reading, writing, speaking, listening, calculating, problem solving, studying, and thinking.  
Increase student knowledge of the physical, social, political, and economic worlds.
  - b. Further student knowledge of civic values, including honesty, integrity, tolerance, fairness, and self discipline.
  - c. Increase the amount of time students engage in literature and written language as an independent activity.
  - d. Improve student awareness of life skills including responsibility, cooperation, organization, courtesy, caring, and patience.
  - e. Encourage active involvement of all parents in their child's education.
  - f. Develop and increase student basic knowledge regarding physical, life, and earth science as well as learning investigative and experimentation skills.
3. To provide an atmosphere of cooperation, caring, and respect among students, staff, and parents.
4. To provide students with many positive experiences so they enjoy school and have high self-esteem.

### LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Oak View will provide the following services:

- Reading and math intervention teachers
- Teacher assistants in grades K-3 and support in upper grade classrooms as needed.
- Supplemental instructional programs and software in reading and math
- Part-time band teacher for grades 5-8
- District funded classroom field trips
- Trash Bashers recycling club and intermural sports for grades 5-8
- Attendance incentive program for grades K-8 that include monthly, quarterly prizes and an end of the year field trip.
- Pancake Breakfast/Blackboard/Home School Connection
- Part time counseling services to provide group and individual counseling for grades K-8.
- Partial funding for 6th grade Science Camp
- Highly Qualified Teachers in grades K-8 and approved textbooks for all students.
- DIBELS reading and math assessment program for grades K-6
- CCSS and CAASPP
- Full-time PE Teacher for grades K-8
- Free bus transportation for all students who live within district boundaries
- Facilities that are in working order and safe
- Technology in the form of hardware and software that is updated and in working order
- Professional development opportunities for all staff in the form of reimbursement up to \$250 per person
- School nurse to provide health services to all students in grades K-8

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

According to state and local indicators, Oak View is most proud of our progress in the area of academic success. Students success in the areas of ELA/ELD and Mathematics is increasing for all sub groups including English learners. Stakeholders feel that this success is due to high attendance rates, positive school climate and intervention programs for students who need extra support. The district plans to continue with all actions and services that support academic support, school climate and parent involvement.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## GREATEST NEEDS

According to state indicators, Oak View School's overall performance for English learner progress and suspension was in the orange performance category.

Although the EL's scores were low there was an only a slight decrease in scores which indicates that the District's actions and services for English learners are proving successful. The District will continue to provide intervention for ELA/ELD and Mathematics for English learners, continue to offer professional development in the area of English language development and continue providing teacher assistants in the classroom to support the classroom teacher during ELD.

According to state indicators, suspension rates increased in the 14/15 year. The District will monitor 15/16 and 16/17 data to ensure that actions and services currently in place are proving successful in decreasing the suspension rate in all subgroups. Increased parent involvement as well as offering enriching activities to students should create a positive school climate and in turn improve student behavior.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE GAPS**

According to the state indicator, socioeconomically disadvantaged students are in the orange performance category in the area of math, which is two levels below the category of green for "all students".

The District will continue to provide math intervention support services utilizing Title I funding as well as give all staff the opportunity to attend professional development in the area of mathematics.

Supplemental funding allows the District to continue providing supplemental instructional programs and software that allows teachers to provide strategic intervention support within the classroom setting to students who are struggling in the area of mathematics. Supplemental funding also enables the District to provide counseling services to students who may be struggling academically and need mental health support to encourage good study habits, positive classroom behavior and personal responsibility with their academics.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

According to stakeholders, increasing counseling services and intervention academic support are the most significant ways that the District can support low-income, English learners and foster youth. An increase to the counseling contract allowed students to have access to counseling services three days a week. Expanding the intervention schedule allowed more students the opportunity to seek support in the academic areas of math and ELA/ELD.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year	\$4,038,991
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,266,868

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund expenditures funded with Lottery, Mandated Cost, Federal, State and local Restricted programs, Routine Repair and Maintenance and Special Education programs are not included in the LCAP. The District contributes approximately 8% of its revenue to Special Education and approximately 1% to the School Lunch Program.

\$3,420,461	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1</b>	Through high quality classroom instruction, and programs and services, Oak View students will meet grade level benchmarks, thus preparing them for college and career.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- 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

### ACTUAL

- Basic Services: Priority 1
  - A - 100% of teachers were appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by the 15-16 CALPADS report
  - B - 100% of students had sufficient access to standards-aligned instructional materials, verified by the 15-16 CALPADS report.
  - C - 100% of school facilities were maintained in good repair, verified by the 15-16 Facility Inspection Tool.
- Implementation of State Standards: Priority 2
  - A - In 15-16 100% of classrooms adopted and implemented ELA/ELD curriculum as verified by District textbook sufficiency resolution. 100% of teachers were trained in State Standards through Professional Learning opportunities in the areas of Math, ELA/ELD, and NGSS, verified by staff sign-in sheets.
  - B - In 15-16 100% of English learners were 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.

## 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.

- Pupil Achievement: Priority 4

A - 2015-2016 Smarter Balanced Summative Assessment Reporting:  
The percentage of students who met or exceeded standards in English Language Arts:  
All Students - 57%  
Hispanic or Latino - 40%  
White - 70%  
Economically Disadvantaged - 36%  
English learner - 9%

The percentage of students who met or exceeded standards in Mathematics:  
All Students - 49%  
Hispanic or Latino - 36%  
White - 60%  
Economically Disadvantaged - 36%  
English learner - 26%

B - No data reported. API calculations were suspended by the State Board of Education in 2014-2015 and have been replaced by the California School Dashboard.

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 - Due to the newly enacted ESSA in December 2015, there are no new AMAO determinations for 15-16 school year.

E - 18% of English learners were reclassified as verified by the 15-16 CALPADS.

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 had access to and were 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 the 15-16 CALPADS report.

B - In addition to a broad course of study offered to all students in Priority 7 A, unduplicated students were provided additional programs and services through a

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.

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 received support services through designated, small group instruction using District approved English Language Development programs. Verified by 15-16 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 were 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 15-16 SEIS data.

- Other Pupil Outcomes: Priority 8

A – In 15-16 Oak View students in grades K-6 were 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 were provided access to high quality, comprehensive, and developmentally appropriate physical education activities not less than 400 minutes each 10 schooldays.

A - According to the 2016 California Physical Fitness Report, 72% of 5th grade students and 94% of 7th grade students are in the Healthy Fitness Zone.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

**PLANNED**  
**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.

**ACTUAL**  
**1.1**  
 Part-time Intervention teacher/CELDT Coordinator provided academic support to all students including support for EL's in the area of English Language Development and CELDT testing.

Expenditures

**BUDGETED**  
 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

**ESTIMATED ACTUAL**  
 Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$52,901  
 Teacher Benefits 3000-3999: Employee Benefits Supplemental \$17,978  
 CELDT Testing Costs 5000-5999: Services And Other Operating Expenditures Supplemental \$300  
 Materials 4000-4999: Books And Supplies Supplemental \$150

Action **2**

Actions/Services

**PLANNED**  
**1.2**  
 Students will have the opportunity to attend an outdoor education program during their 6th grade year.

**ACTUAL**  
**1.2**  
 Students had the opportunity to attend an outdoor education program during their 6th grade year.

Expenditures

**BUDGETED**  
 Outdoor Education Tuition 5000-5999: Services And Other Operating Expenditures Base \$6,150

**ESTIMATED ACTUAL**  
 Outdoor Education Tuition 5000-5999: Services And Other Operating Expenditures Base \$5,700

Action **3**

Actions/Services

**PLANNED**  
**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.

**ACTUAL**  
**1.3**  
 Highly qualified part-time Teacher Assistants were utilized in K-8 general education classrooms to assist with the delivery of ELD instruction.

## Expenditures

## BUDGETED

Teacher Assistant Salary

2000-2999: Classified Personnel Salaries Supplemental \$91,982

Teacher Assistant Benefits 3000-3999: Employee Benefits Supplemental \$21,757

## ESTIMATED ACTUAL

Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Supplemental \$80,556

Teacher Assistant Benefits 3000-3999: Employee Benefits Supplemental \$17,242

Action **4**

Actions/Services

**PLANNED**  
**1.4**  
 Supplemental Academic Programs – Supplemental curriculum and software will be utilized to instruct and assist English Learners in the classroom.

**ACTUAL**  
**1.4**  
 Supplemental Academic Programs – Supplemental curriculum and software was utilized to instruct and assist English Learners in the classroom.

Expenditures

**BUDGETED**  
 Curriculum 4000-4999: Books And Supplies Supplemental \$1,000  
  
 Software 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000

**ESTIMATED ACTUAL**  
 Curriculum (purchased in prior year) 4000-4999: Books And Supplies Supplemental \$0  
 Software 5000-5999: Services And Other Operating Expenditures Supplemental \$2,536

Action **5**

Actions/Services

**PLANNED**  
**1.5**  
 Part-time Band Teacher will introduce music and instruments to K-8 students through a push-in and pull-out program.

**ACTUAL**  
**1.5**  
 Part-time Band Teacher introduced instruments to 5th - 8th grade students through a pull-out program only because of scheduling restrictions.

Expenditures

**BUDGETED**  
 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

**ESTIMATED ACTUAL**  
 Band Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$26,142  
 Band Teacher Benefits 3000-3999: Employee Benefits Supplemental \$903  
 Materials 4000-4999: Books And Supplies Supplemental \$579  
 Equipment Repairs 5000-5999: Services And Other Operating Expenditures Supplemental \$500

Action **6**

Actions/Services

**PLANNED**  
**1.6**  
 Highly Qualified Teachers will be appropriately assigned to all classrooms and support programs.

**ACTUAL**  
**1.6**  
 Highly Qualified Teachers were appropriately assigned to all classrooms and support programs.

Expenditures

**BUDGETED**  
 Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$1,143,153

**ESTIMATED ACTUAL**  
 Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$1,117,972

Teacher Benefits 3000-3999: Employee Benefits Base \$376,561

Teacher Benefits 3000-3999: Employee Benefits Base \$371,271

Action **7**

Actions/Services

**PLANNED**  
**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.

**ACTUAL**  
**1.7**  
 District adopted new English Language Arts/ English Language Development curriculum. All students had access to approved curriculum and textbooks that were in good condition, as well as all necessary materials and supplies for learning.

Expenditures

**BUDGETED**  
 Textbooks 4000-4999: Books And Supplies Base \$82,920  
 Classroom Supplies 4000-4999: Books And Supplies Base \$30,000

**ESTIMATED ACTUAL**  
 Textbooks 4000-4999: Books And Supplies Base \$19,157  
 Classroom Supplies 4000-4999: Books And Supplies Base \$20,826

Action **8**

Actions/Services

**PLANNED**  
**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.

**ACTUAL**  
**1.8**  
 Student Technology - All students had access to hardware and software for delivery of academic instruction and assessment. Staff had access to professional development in the area of technology to assist with instruction.

Expenditures

**BUDGETED**  
 Hardware 4000-4999: Books And Supplies Other \$21,432  
 Software 5000-5999: Services And Other Operating Expenditures Other \$1,800

**ESTIMATED ACTUAL**  
 Hardware 4000-4999: Books And Supplies Other \$15,053  
 Software 5000-5999: Services And Other Operating Expenditures Other \$3,349

Action **9**

Actions/Services

**PLANNED**  
**1.9**  
 Student Assessment Programs - Students will have access to supplemental instruction and assessments.

**ACTUAL**  
**1.9**  
 Student Assessment Programs - Students had access to supplemental instruction and assessments.

Expenditures

**BUDGETED**  
 Materials and Supplies 4000-4999: Books And Supplies Base \$1,000

**ESTIMATED ACTUAL**  
 Materials and Supplies 4000-4999: Books And Supplies Base \$3,356

Action **10**

Actions/Services

**PLANNED**  
**1.10**

**ACTUAL**  
**1.10**

Expenditures

All staff will have the opportunity to participate in Professional learning

All staff had the opportunity to participate in Professional learning

**BUDGETED**  
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

**ESTIMATED ACTUAL**  
Registration Fees 5000-5999: Services And Other Operating Expenditures Other \$2,000  
Certificated Substitutes 1000-1999: Certificated Personnel Salaries Other \$750  
Certificated Substitute Benefits 3000-3999: Employee Benefits Other \$120

Action **11**

<p>Actions/Services</p>	<p><b>PLANNED</b>  <b>1.11</b>                  Implementation of Common Core State Standards - All teachers will receive appropriate training in CCSS and Smarter Balanced Assessment.</p>	<p><b>ACTUAL</b>  <b>1.11</b>                  Implementation of Common Core State Standards - All teachers received appropriate training in CCSS and Smarter Balanced Assessment.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Professional Development 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Professional Development 5000-5999: Services And Other Operating Expenditures Base \$5,900</p>

Action **12**

<p>Actions/Services</p>	<p><b>PLANNED</b>  <b>1.12</b>                  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><b>ACTUAL</b>  <b>1.12</b>                  Student Activities and Programs – Students had the opportunity to participate in school activities during school to strengthen their commitment to school attendance. All general education classrooms attended at least one field trip per year to expose students to learning outside of the classroom.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  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><b>ESTIMATED ACTUAL</b>                  Intermural Sports Program 4000-4999: Books And Supplies Supplemental \$200                  Trash Bashers 4000-4999: Books And Supplies Supplemental \$655                  Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental \$7,869</p>

Action **13**

<p>Actions/Services</p>	<p><b>PLANNED</b>  <b>1.13</b>                  Full-time Physical Education Instructor</p>	<p><b>ACTUAL</b>  <b>1.13</b>                  Added a Full-time Physical Education Instructor</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Certificated Salary 1000-1999: Certificated Personnel Salaries Base \$58,329                  Certificated Benefits 3000-3999: Employee Benefits Base \$21,393</p>	<p><b>ESTIMATED ACTUAL</b>                  Certificated Salary 1000-1999: Certificated Personnel Salaries Base \$58,579                  Certificated Benefits 3000-3999: Employee Benefits Base \$18,909</p>

Action **14**

<p>Actions/Services</p>	<p><b>PLANNED</b>  <b>1.14</b>                  Special Education Program - Resource Specialist, materials and supplies</p>	<p><b>ACTUAL</b>  <b>1.14</b>                  Special Education Program - Maintained Resource Specialist and materials and supplies</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  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>	<p><b>ESTIMATED ACTUAL</b>                  Certificated Salary 1000-1999: Certificated Personnel Salaries Other \$80,950                   Certificated Benefits 3000-3999: Employee Benefits Other \$24,913                  Materials and Supplies 4000-4999: Books And Supplies Other \$2,780                  Certificated Substitute Salary 1000-1999: Certificated Personnel Salaries Other \$1,750                  Certificated Substitute Benefits 3000-3999: Employee Benefits Other \$217</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District was able to successfully implement all actions and services to meet goal 1 which is, through high quality classroom instruction, and programs and services, Oak View students will meet grade level benchmarks, thus preparing them for college and career.

Through highly qualified teachers and teacher assistants, quality academic instruction was delivered to the students using adopted materials including mathematics and English Language Arts/English Language Development curriculum fully aligned with Common Core. Staff was supported with professional development in the areas of adopted materials, Smarter Balance and technology. The District Physical Education program was improved by allowing students to participate in a pull-out PE program. Students had the opportunity to participate in a number of enrichment activities and school programs including Band, field trips, and Outdoor Education in order to prepare them for college and career readiness. Data reported on the CA Dashboard and additional data collected throughout the 16-17 supports that these actions/services have had a positive effect on student performance and instructional practice.

Filling the band teacher position continues to be a challenge due to lack of qualified applicants.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of the actions and services to meet goal 1 were measured by data gathered from various sources including summative assessments in that areas of Math, ELA/ELD and physical education. Data from CALPADS, staff sign-in sheets, classroom observations and board resolutions prove 100% effectiveness in priority areas 1, 2, 7 and 8. District criteria for measuring the effectiveness of the actions and services are aligned with goal 1 which is, through high quality classroom instruction, and programs and services, Oak View students will meet grade level benchmarks, thus preparing them for college and career.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal one had four action/service items that had significant differences in the budgeted and actual expenditure amounts for 16/17.

Action item 1.3 had approximately a \$15,000 difference due to filling vacancies at a lower cost than originally budgeted.

Action item 1.6 had approximately a \$30,000 difference because the band teacher's salary was included in the original budget but has been pulled out of the actual amount reported for 16/17 and shown appropriately as an action and expenditure in 1.5.

Action item 1.7 had a \$70,000 difference because although the ELA/ELD curriculum was approved and implemented in the 16/17 school year, the curriculum was actually purchased in the 15/16 school year with one-time funds.

Action item 1.8 had a \$5,000 difference because costs came in less than originally budgeted.

Action item 1.10 had a \$7,500 difference because of the number of staff members that took advantage of the professional development allowance. This was the first year of implementation and stakeholders believe that staff participation will increase in the next few years so the action item will remain in place.

Action item 1.11 had a \$3,900 difference because staff received a two-day ELA/ELD Curriculum training instead of a one-day training.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the analysis of the LCFF Evaluation Rubrics, Stakeholders are pleased with Goal 1 and no changes will be made. Actions and services for Goal 1 will remain. Some action/service descriptions were re-worded for clarity.

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## 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.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 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 or 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.

#### ACTUAL

- Parental Involvement: Priority 3
- A - Annual parent/student survey results were 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 were used as District outreach to all families notifying them of volunteer and committee work opportunities, student attendance and monthly activity reminders. Oak View District offered parents a variety of participation opportunities through the School Site Council, LCAP meetings, ELAC and Parent Teacher Club. 41% of parents/students completed a parent/student school survey in 2015-2016. Less than 15% of parents attended a Parent Teacher Club, School Site Council or ELAC meeting in 2015-2016 as verified by sign-in sheets. According to the 2015-2016 parent/student survey, 57% of parents feel that they regularly participate in activities/events on campus or in the classroom and 84% 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 were offered to families of unduplicated students. Parents of English learners had the opportunity to participate in the ELAC, DELAC and EL LCAP advisory committee. Less than .5% of families participated in ELAC, DELAC or EL LCAP advisory committees in 2015-2016 as verified by Participation lists and parent sign-in sheets.
- C - In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities were offered to parents with exceptional needs students. Parents were encouraged to participate and make decisions through the IEP process,

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

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 2015-2016 as verified by attendance sign-in sheets and SEIS reports.

- Pupil Engagement: Priority 5

A - Attendance rate for 15-16 was 97.2% as verified by CALPADS report.

B - Maintained a 0% chronic absenteeism rate in 15-16 as verified by CALPADS report.

C - Maintained a 0% middle school dropout rate in 15-16 as verified by CALPADS report.

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 in 15-16 as verified by CALPADS report was 8%. Other 15-16 suspension rates were as follows: 0% were white, 22% were Hispanic and 78% were more than one race. 0% were female and 100% were male.

B - Expulsion rate in 15-16 was .2% as verified by CALPADS reports.

C - 15-16 from the California Healthy Kids Survey (CHKS) indicates that 87% of 7th grade students feel a sense of school connectedness and 100% feel a sense of school safety. No subgroup data available.

C - 15-16 from Oak View District Parent/Student Survey indicates that 95% 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 82% of staff feel that the campus is safe for staff and students.

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](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

**PLANNED**  
**2.1**  
 Attendance Incentive Program – Students will have the opportunity to earn incentives for perfect attendance throughout the year.

**ACTUAL**  
**2.1**  
 Attendance Incentive Program – Students had the opportunity to earn incentives for perfect attendance throughout the year.

Expenditures

**BUDGETED**  
 Incentives and Supplies 4000-4999: Books And Supplies Supplemental \$550  
  
 Perfect Attendance Field Trip 5000-5999: Services And Other Operating Expenditures Supplemental \$1,600

**ESTIMATED ACTUAL**  
 Incentives and Supplies 4000-4999: Books And Supplies Supplemental \$450  
  
 Perfect Attendance Field Trip 5000-5999: Services And Other Operating Expenditures Supplemental \$1,448

Action **2**

Actions/Services

**PLANNED**  
**2.2**  
 Home-School Connection Newsletter, Blackboard Automated Phone System, Pancake Breakfast

**ACTUAL**  
**2.2**  
 Maintained the Home-School Connection Newsletter and Blackboard Automated Phone System. Pancake Breakfast did not take place and instead will be every other year due to lack of participation.

Expenditures

**BUDGETED**  
 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

**ESTIMATED ACTUAL**  
 Home School Connection Newsletter 4000-4999: Books And Supplies Supplemental \$430  
  
 Blackboard Automated Phone System 5000-5999: Services And Other Operating Expenditures Supplemental \$958  
  
 Pancake Breakfast 4000-4999: Books And Supplies Supplemental \$0

Action **3**

Actions/Services

**PLANNED**  
**2.3**  
 Transportation – Students who live in the district will receive free transportation to and from school.

**ACTUAL**  
**2.3**  
 Transportation – Students who live in the district received free transportation to and from school.

Expenditures

**BUDGETED**  
 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

**ESTIMATED ACTUAL**  
 Home to School Mileage 4000-4999: Books And Supplies Base \$17,521  
 Maintenance 5000-5999: Services And Other Operating Expenditures Base \$14,095  
 Bus Driver Salary 2000-2999: Classified Personnel Salaries Base \$48,822

Bus Driver Benefits 3000-3999: Employee Benefits Base \$20,486

Bus Driver Benefits 3000-3999: Employee Benefits Base \$20,007

Action **4**

Actions/Services

**PLANNED**  
**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

**ACTUAL**  
**2.4**  
 Safe and Well Maintained Facilities – 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

Expenditures

**BUDGETED**  
 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

**ESTIMATED ACTUAL**  
 Maintenance Projects 6000-6999: Capital Outlay Base \$99,304  
 Repairs 5000-5999: Services And Other Operating Expenditures Base \$9,308  
 Equipment 4000-4999: Books And Supplies Base \$500  
 Materials and Supplies 4000-4999: Books And Supplies Base \$9,370

Action **5**

Actions/Services

**PLANNED**  
**2.5**  
 Part time Counseling Services - Counseling services will be provided to all students to meet mental health, academic and behavioral needs.

**ACTUAL**  
**2.5**  
 Part time Counseling Services - Counseling services were provided to all students to meet mental health, academic and behavioral needs.

Expenditures

**BUDGETED**  
 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

**ESTIMATED ACTUAL**  
 Contract for Counseling Services 5000-5999: Services And Other Operating Expenditures Supplemental \$36,480  
 Materials and Supplies 4000-4999: Books And Supplies Supplemental \$2,100

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented in order to meet goal 2 which is, 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.

Students who resided in the District had access to free transportation to and from school and all students had the opportunity to participate in an attendance incentive program to encourage school attendance. School facilities were safe and in working order to create a school environment and climate that promoted student and parent participation and student safety. All students had the opportunity to access a part-time school counselor to discuss a range of topics in order to support student safety, mental wellness and academic success. All parents had multiple ways to access school information and learn of volunteer and participation opportunities at school and in the classroom including newsletters and phone calls home. Data reported on the CA Dashboard and additional data collected throughout the 16-17 supports that these actions/services have had a positive effect on student performance and school climate.

Due to lack of participation, the Pancake Breakfast will take place every other year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of the actions and services to meet goal 2 were measured by data gathered from various sources including a school survey given to students and parents, CALPADS, SEIS, the California Healthy Kids Survey given to 7th grade students and staff, and participation sign-in sheets, effectiveness in priority areas 3, 5, and 6. District criteria for measuring the effectiveness of the actions and services are aligned with goal 2 which is, 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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal two had one action/service items that had significant differences in the budgeted and actual expenditure amounts for 16/17.

Action item 2.2 had a difference this year due to the fact that the pancake breakfast will be held every other year. It was not held in 16/17 but will be held in 17/18 and again in 19/20.

Action item 2.4 had a \$21,000 difference because expenses came in lower than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the analysis of the LCFF Evaluation Rubrics, Stakeholders are pleased with Goal 2. Actions and services will remain the same. Some action/services descriptions were re-worded for clarity.

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Informational meetings held for School Site Council (10/20/16, 4/20/17), staff (2/15/17), Parent Club (2/16/17), English Language Advisory Committee (11/17/16, 2/16/17), students (2/16/17), parents (2/16/17), community members (2/16/17), collective bargaining units (2/16/17) and the Board of Trustees (2/16/17) during the 2016-2017 school year.

Parent survey sent home to all families in April 2017.

Draft LCAP presented to School Site Council (5/18/17), staff (5/17/17), Parent Teacher Club (5/9/17), English Language Advisory Committee (5/11/17), students (5/18/17), parents (5/18/17), community members (5/18/17), collective bargaining units (5/18/17) and the Board of Trustees (5/18/17).

Final version of the LCAP presented for public comment at school board meeting on June 15, 2017

Final LCAP approved by Board of Trustees on June 22, 2017

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Information gathered at the meetings was added to the previously established list of student programs and school services to include in the LCAP and was used to complete the Annual Update.

Comments and feedback were used to complete the final version of the LCAP.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified                       Unchanged

### Goal 1

Through high quality classroom instruction, and programs and services, Oak View students will meet grade level benchmarks, thus preparing them for college and career.

State and/or Local Priorities Addressed by this goal:

STATE     1     2     3     4     5     6     7     8  
 COE       9     10  
 LOCAL

Identified Need

- 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.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A. Teachers appropriately assigned and fully credentialed.	In 15/16, 100% of teachers were appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by CALPADS report.	<ul style="list-style-type: none"> <li>• Basic Services: Priority 1 A - 100% of teachers will be appropriately assigned and fully credentialed in the subject areas and, for the students they will be teaching, verified by CALPADS report.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Services: Priority 1 A - 100% of teachers will be appropriately assigned and fully credentialed in the subject areas and, for the students they will be teaching, verified by CALPADS report.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Services: Priority 1 A - 100% of teachers will be appropriately assigned and fully credentialed in the subject areas and, for the students they will be teaching, verified by CALPADS report.</li> </ul>
1B. Access to instructional materials	In 15/16, 100% of students had sufficient access to standards-aligned instructional materials, verified by CALPADS report.	<ul style="list-style-type: none"> <li>• Basic Services: Priority 1 B - 100% of students will have sufficient access to standards-aligned instructional materials, verified by CALPADS report.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Services: Priority 1 B - 100% of students will have sufficient access to standards-aligned instructional materials, verified by CALPADS report.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Services: Priority 1 B - 100% of students will have sufficient access to standards-aligned instructional materials, verified by CALPADS report.</li> </ul>

<p>1C. Facilities are maintained</p>	<p>In 15/16, 100% of school facilities were maintained in good repair, verified by the Facility Inspection Tool.</p>	<ul style="list-style-type: none"> <li>Basic Services: Priority 1 C - 100% of school facilities will be maintained in good repair, verified by the Facility Inspection Tool.</li> </ul>	<ul style="list-style-type: none"> <li>Basic Services: Priority 1 C - 100% of school facilities will be maintained in good repair, verified by the Facility Inspection Tool.</li> </ul>	<ul style="list-style-type: none"> <li>Basic Services: Priority 1 C - 100% of school facilities will be maintained in good repair, verified by the Facility Inspection Tool.</li> </ul>
<p>2A. Implementation of SBE-adopted standards</p>	<p>In 15/16, 100% of classrooms adopted and implemented ELA/ELD curriculum as verified by District textbook sufficiency resolution. 100% of teachers were trained in State Standards through Professional Learning opportunities in the areas of Math, ELA/ELD, and NGSS, verified by staff sign-in sheets.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p>2B. How program/services enable English Learners to access the CA Standards and ELD standards</p>	<p>In 15/16, 100% of English learners were 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.</p>	<ul style="list-style-type: none"> <li>Implementation of State Standards: Priority 2 B - 100% of English learners will be 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.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of State Standards: Priority 2 B - 100% of English learners will be 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.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of State Standards: Priority 2 B - 100% of English learners will be 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.</li> </ul>
<p>4A. Statewide assessments</p>	<p>2015-2016 CAASPP Results: The percentage of students who met or exceeded standards in English Language Arts: All Students - 57% Hispanic or Latino - 40% White - 70% Economically Disadvantaged - 36% English learner - 9%</p> <p>The percentage of students who met or exceeded standards in</p>	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 A - Continue to improve student assessment results, verified by CAASPP.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 A - Continue to improve student assessment results, verified by CAASPP.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 A - Continue to improve student assessment results, verified by CAASPP.</li> </ul>

	<p>Mathematics: All Students - 49% Hispanic or Latino - 36% White - 60% Economically Disadvantaged - 36% English learner -26%</p> <p>The percentage of students who scored Advanced or Proficient in CST Science: 5th Grade - 51% 8th Grade - 93%</p>			
4B. API	API calculations were suspended by the State Board of Education in 2014-15 and were replaced with the CA School Dashboard.	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 B - N/A</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 B - N/A</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 B - N/A</li> </ul>
4C. A-G Completion	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.	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 C - N/A</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 C - N/A</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 C - N/A</li> </ul>
4D. EL progress	Due to the newly enacted ESSA in December 2015 there are no new AMAO determinations for 2015/16 school year. Per the California School Dashboard 2014-2015 English Learner progress is at 62.7%.	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 D - Continue to increase English Learner progress as verified by the California School Dashboard.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 D - Continue to increase English Learner progress as verified by the California School Dashboard.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 D - Continue to increase English Learner progress as verified by the California School Dashboard.</li> </ul>
4E. EL reclassification rate	In 2015-16, 18% of English learners were reclassified as verified by CALPADS.	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 E - 10% more English learners will be reclassified, verified by CALPADS report.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 E - 10% more English learners will be reclassified, verified by CALPADS report.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 E - 10% more English learners will be reclassified, verified by CALPADS report.</li> </ul>
4F. percentage of pupils who pass an AP exam	Oak View is a K-8 District. Only High school students participate in the Advanced Placement Examination.	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 F - N/A</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 F - N/A</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Achievement: Priority 4 F - N/A</li> </ul>

<p>4G. percentage of pupils who participate in &amp; demonstrate college preparedness on assessment</p>	<p>Oak View is a K-8 District. Only High school students participate in the Early Assessment Program.</p>	<ul style="list-style-type: none"> <li>• Pupil Achievement: Priority 4</li> </ul> <p>G - No data reported. Oak View is a K-8 District. Only High school students participate in the Early Assessment Program.</p>	<ul style="list-style-type: none"> <li>• Pupil Achievement: Priority 4</li> </ul> <p>G - No data reported. Oak View is a K-8 District. Only High school students participate in the Early Assessment Program.</p>	<ul style="list-style-type: none"> <li>• Pupil Achievement: Priority 4</li> </ul> <p>G - No data reported. Oak View is a K-8 District. Only High school students participate in the Early Assessment Program.</p>
<p>7A. A broad course of study</p>	<p>In 15/16, all students had access to and were 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.</p>	<ul style="list-style-type: none"> <li>• Course Access: Priority 7 A - All students will 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Course Access: Priority 7 A - All students will 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Course Access: Priority 7 A - All students will 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.</li> </ul>
<p>7B. Programs/Services developed and provided to unduplicated pupils</p>	<p>In 15/16, in addition to a broad course of study offered to all students in Priority 7 A, unduplicated students were 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 received support services through designated, small group instruction using District approved English Language Development programs. Verified by class rosters/schedules and student academic reports.</p>	<ul style="list-style-type: none"> <li>• Course Access: Priority 7 B - In addition to a broad course of study offered to all students in Priority 7 A, unduplicated students will be 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Course Access: Priority 7 B - In addition to a broad course of study offered to all students in Priority 7 A, unduplicated students will be 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Course Access: Priority 7 B - In addition to a broad course of study offered to all students in Priority 7 A, unduplicated students will be 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.</li> </ul>
<p>7C. Programs/Services developed and provided to individuals with exceptional needs</p>	<p>In 15/16, in addition to a broad course of study offered to all students in Priority 7 A, through the IEP process, students with</p>	<ul style="list-style-type: none"> <li>• Course Access: Priority 7 C - In addition to a broad course of study offered to all students in Priority 7 A, through the IEP</li> </ul>	<ul style="list-style-type: none"> <li>• Course Access: Priority 7 C - In addition to a broad course of study offered to all students in Priority 7 A, through the IEP</li> </ul>	<ul style="list-style-type: none"> <li>• Course Access: Priority 7 C - In addition to a broad course of study offered to all students in Priority 7 A, through the IEP</li> </ul>

	<p>exceptional needs were 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.</p>	<p>process, students with exceptional needs will be 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.</p>	<p>process, students with exceptional needs will be 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.</p>	<p>process, students with exceptional needs will be 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.</p>
<p>8. Pupil outcomes</p>	<p>Oak View students in grades K-6 were 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 were provided access to high quality, comprehensive, and developmentally appropriate physical education activities not less than 400 minutes each 10 schooldays.</p> <p>According to the 2016 California Physical Fitness Report, 72% of 5th grade students and 94% of 7th grade students are in the Healthy Fitness Zone.</p>	<ul style="list-style-type: none"> <li>Other Pupil Outcomes: Priority 8</li> </ul> <p>A – Oak View students in grades K-6 will be 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.</p> <p>A - Oak View will maintain or improve the percentage of students in the Healthy Fitness Zone as reported in the California Physical Fitness Report.</p>	<ul style="list-style-type: none"> <li>Other Pupil Outcomes: Priority 8</li> </ul> <p>A – Oak View students in grades K-6 will be 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.</p> <p>A - Oak View will maintain or improve the percentage of students in the Healthy Fitness Zone as reported in the California Physical Fitness Report.</p>	<ul style="list-style-type: none"> <li>Other Pupil Outcomes: Priority 8</li> </ul> <p>A – Oak View students in grades K-6 will be 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.</p> <p>A - Oak View will maintain or improve the percentage of students in the Healthy Fitness Zone as reported in the California Physical Fitness Report.</p>

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p><u>Students to be Served</u></p>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<p><u>Location(s)</u></p>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners     Foster Youth     Low Income

Scope of Services

- LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

- All Schools     Specific Schools:     Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

- New     Modified     Unchanged

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/ELPAC testing.

**2018-19**

- New     Modified     Unchanged

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 ELPAC testing.

**2019-20**

- New     Modified     Unchanged

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 ELPAC testing.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$55,260
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salary
Amount	\$19,347
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Teacher Benefits
Amount	\$430
Source	Supplemental

**2018-19**

Amount	\$52,118
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salary
Amount	\$20,854
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Teacher Benefits
Amount	\$430
Source	Supplemental

**2019-20**

Amount	\$57,318
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salary
Amount	\$21,954
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Teacher Benefits
Amount	\$430
Source	Supplemental

Budget Reference	5000-5999: Services And Other Operating Expenditures CELDT/ELPAC Testing Costs	Budget Reference	5000-5999: Services And Other Operating Expenditures ELPAC Testing Costs	Budget Reference	5000-5999: Services And Other Operating Expenditures ELPAC Testing Costs
Amount	\$150	Amount	\$150	Amount	\$150
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials	Budget Reference	4000-4999: Books And Supplies Materials	Budget Reference	4000-4999: Books And Supplies Materials

**Action 2**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans: 6th Grade

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.2  
Students will have the opportunity to attend an outdoor education program during their 6th grade year.

**2018-19**

New  Modified  Unchanged

1.2  
Students will have the opportunity to attend an outdoor education program during their 6th grade year.

**2019-20**

New  Modified  Unchanged

1.2  
Students will have the opportunity to attend an outdoor education program during their 6th grade year.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$7,800  
 Source Base  
 Budget Reference 5000-5999: Services And Other Operating Expenditures Outdoor Education Tuition

**2018-19**

Amount \$7,050  
 Source Base  
 Budget Reference 5000-5999: Services And Other Operating Expenditures Outdoor Education Tuition

**2019-20**

Amount \$6,600  
 Source Base  
 Budget Reference 5000-5999: Services And Other Operating Expenditures Outdoor Education Tuition

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

1.3 Highly qualified part-time Teacher Assistants will be utilized in K-8 general education classrooms to assist

1.3 Highly qualified part-time Teacher Assistants will be utilized in K-8 general education classrooms to assist

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.

with the delivery of ELD instruction.

with the delivery of ELD instruction.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$89,124
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Teacher Assistant Salary
Amount	\$22,419
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Teacher Assistant Benefits

**2018-19**

Amount	\$93,634
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Teacher Assistant Salary
Amount	\$25,959
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Teacher Assistant Benefits

**2019-20**

Amount	\$95,507
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Teacher Assistant Salary
Amount	\$29,057
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Teacher Assistant Benefits

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

- All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners  Foster Youth  Low Income

Scope of Services

- LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

- All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.4  
Supplemental Academic Programs – Supplemental curriculum and software will be utilized to instruct and assist at-risk students in the classroom.

**2018-19**

New  Modified  Unchanged

1.4  
Supplemental Academic Programs – Supplemental curriculum and software will be utilized to instruct and assist at-risk students in the classroom..

**2019-20**

New  Modified  Unchanged

1.4  
Supplemental Academic Programs – Supplemental curriculum and software will be utilized to instruct and assist at-risk students in the classroom.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Curriculum
Amount	\$2,550
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Software

**2018-19**

Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Curriculum
Amount	\$2,550
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Software

**2019-20**

Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Curriculum
Amount	\$2,550
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Software

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New     Modified     Unchanged

1.5  
Part-time Band Teacher will introduce music and instruments to 5th-8th grade students through a pull-out program.

**2018-19**

New     Modified     Unchanged

1.5  
Part-time Band Teacher will introduce music and instruments to 5th-8th grade students through a pull-out program.

**2019-20**

New     Modified     Unchanged

1.5  
Part-time Band Teacher will introduce music and instruments to 5th-8th grade students through a pull-out program.

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount	\$27,049
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Band Teacher Salary
Amount	\$925
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Band Teacher Benefits
Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials
Amount	\$1,000

**2018-19**

Amount	\$28,278
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Band Teacher Salary
Amount	\$967
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Band Teacher Benefits
Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials
Amount	\$1,000

**2019-20**

Amount	\$28,278
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Band Teacher Salary
Amount	\$967
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Band Teacher Benefits
Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials
Amount	\$1,000

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Equipment Repairs	Budget Reference	5000-5999: Services And Other Operating Expenditures Equipment Repairs	Budget Reference	5000-5999: Services And Other Operating Expenditures Equipment Repairs

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.6 Highly Qualified Teachers will be appropriately assigned to all classrooms and support programs.

**2018-19**

New  Modified  Unchanged

1.6 Highly Qualified Teachers will be appropriately assigned to all classrooms and support programs.

**2019-20**

New  Modified  Unchanged

1.6 Highly Qualified Teachers will be appropriately assigned to all classrooms and support programs.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$1,170,285
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**2018-19**

Amount	\$1,223,474
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**2019-20**

Amount	\$1,241,827
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Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salaries
Amount	\$400,937	Amount	\$433,067	Amount	\$459,657
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Teacher Benefits	Budget Reference	3000-3999: Employee Benefits Teacher Benefits	Budget Reference	3000-3999: Employee Benefits Teacher Benefits

**Action 7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.7  
District will adopt new Science curriculum aligned with the NGSS. All students will have access to approved curriculum and textbooks that are in good condition, as

**2018-19**

New  Modified  Unchanged

1.7  
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.

**2019-20**

New  Modified  Unchanged

1.7  
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.

well as all necessary materials and supplies for learning.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$20,000

Source Base

Budget Reference 4000-4999: Books And Supplies Textbooks

Amount \$30,000

Source Base

Budget Reference 4000-4999: Books And Supplies Classroom Supplies

**2018-19**

Amount \$80,000

Source Base

Budget Reference 4000-4999: Books And Supplies Textbooks

Amount \$30,000

Source Base

Budget Reference 4000-4999: Books And Supplies Classroom Supplies

**2019-20**

Amount \$20,000

Source Base

Budget Reference 4000-4999: Books And Supplies Textbooks

Amount \$30,000

Source Base

Budget Reference 4000-4999: Books And Supplies Classroom Supplies

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

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.

New  Modified  Unchanged

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.

New  Modified  Unchanged

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.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$7,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Hardware
Amount	\$2,500
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Software

**2018-19**

Amount	\$7,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Hardware
Amount	\$2,500
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Software

**2019-20**

Amount	\$7,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Hardware
Amount	\$2,500
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Software

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

**[ACTIONS/SERVICES](#)**

**2017-18**

New     Modified     Unchanged

1.9  
Student Assessment Programs - Students will have access to supplemental instruction and assessments.

**2018-19**

New     Modified     Unchanged

1.9  
Student Assessment Programs - Students will have access to supplemental instruction and assessments.

**2019-20**

New     Modified     Unchanged

1.9  
Student Assessment Programs - Students will have access to supplemental instruction and assessments.

**[BUDGETED EXPENDITURES](#)**

**2017-18**

Amount    \$3,500  
Source    Base  
Budget Reference    4000-4999: Books And Supplies Materials and Supplies

**2018-19**

Amount    \$3,500  
Source    Base  
Budget Reference    4000-4999: Books And Supplies Materials and Supplies

**2019-20**

Amount    \$3,500  
Source    Base  
Budget Reference    4000-4999: Books And Supplies Materials and Supplies

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All     Students with Disabilities     [Specific Student Group(s)]

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners     Foster Youth     Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.10  
All staff will have the opportunity to participate in Professional learning

**2018-19**

New  Modified  Unchanged

1.10  
All staff will have the opportunity to participate in Professional learning

**2019-20**

New  Modified  Unchanged

1.10  
All staff will have the opportunity to participate in Professional learning

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$7,500

Source Other

Budget Reference 5000-5999: Services And Other Operating Expenditures Registration Fees

Amount \$2,375

Source Other

Budget Reference 1000-1999: Certificated Personnel Salaries Certificated Substitutes

Amount \$425

Source Other

Budget Reference 3000-3999: Employee Benefits Certificated Substitute Benefits

**2018-19**

Amount \$7,500

Source Other

Budget Reference 5000-5999: Services And Other Operating Expenditures Registration Fees

Amount \$2,375

Source Other

Budget Reference 1000-1999: Certificated Personnel Salaries Certificated Substitutes

Amount \$468

Source Other

Budget Reference 3000-3999: Employee Benefits Certificated Substitute Benefits

**2019-20**

Amount \$7,500

Source Other

Budget Reference 5000-5999: Services And Other Operating Expenditures Registration Fees

Amount \$2,375

Source Other

Budget Reference 1000-1999: Certificated Personnel Salaries Certificated Substitutes

Amount \$512

Source Other

Budget Reference 3000-3999: Employee Benefits Certificated Substitute Benefits

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.11  
Implementation of California State Standards - All teachers will receive appropriate training in state standards and Smarter Balanced Assessment.

**2018-19**

New  Modified  Unchanged

1.11  
Implementation of California State Standards - All teachers will receive appropriate training in state standards and Smarter Balanced Assessment.

**2019-20**

New  Modified  Unchanged

1.11  
Implementation of California State Standards - All teachers will receive appropriate training in state standards and Smarter Balanced Assessment.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$2,000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development

**2018-19**

Amount	\$2,000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development

**2019-20**

Amount	\$2,000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development

Action **12**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<a href="#">Students to be Served</a>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide                    OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

**2017-18**

New   
  Modified   
  Unchanged

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.

**2018-19**

New   
  Modified   
  Unchanged

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.

**2019-20**

New   
  Modified   
  Unchanged

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.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$200
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Intermural Sports Program
Amount	\$650

**2018-19**

Amount	\$200
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Intermural Sports Program
Amount	\$650

**2019-20**

Amount	\$200
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Intermural Sports Program
Amount	\$650

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Trash Bashers	Budget Reference	4000-4999: Books And Supplies Trash Bashers	Budget Reference	4000-4999: Books And Supplies Trash Bashers
Amount	\$5,600	Amount	\$5,600	Amount	\$5,600
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Field Trips	Budget Reference	5000-5999: Services And Other Operating Expenditures Field Trips	Budget Reference	5000-5999: Services And Other Operating Expenditures Field Trips

### Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

### ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

1.13  
Full-time Physical Education Instructor

2018-19

New  Modified  Unchanged

1.13  
Full-time Physical Education Instructor

2019-20

New  Modified  Unchanged

1.13  
Full-time Physical Education Instructor

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$64,928	Amount	\$68,476	Amount	\$70,076
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salary	Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salary	Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salary
Amount	\$23,592	Amount	\$25,492	Amount	\$27,104
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Certificated Benefits	Budget Reference	3000-3999: Employee Benefits Certificated Benefits	Budget Reference	3000-3999: Employee Benefits Certificated Benefits

Action **14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

1.14  
Special Education Program - Resource Specialist,  
materials and supplies

1.14  
Special Education Program - Resource Specialist,  
materials and supplies

1.14  
Special Education Program - Resource Specialist,  
materials and supplies

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$84,048
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salary
Amount	\$27,006
Source	Other
Budget Reference	3000-3999: Employee Benefits Certificated Benefits
Amount	\$5,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Materials and Supplies
Amount	\$1,875
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Substitute Salary
Amount	\$336
Source	Other
Budget Reference	3000-3999: Employee Benefits Certificated Substitute Benefits

**2018-19**

Amount	\$86,919
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salary
Amount	\$29,126
Source	Other
Budget Reference	3000-3999: Employee Benefits Certificated Benefits
Amount	\$5,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Materials and Supplies
Amount	\$1,875
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Substitute Salary
Amount	\$369
Source	Other
Budget Reference	3000-3999: Employee Benefits Certificated Substitute Benefits

**2019-20**

Amount	\$87,269
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salary
Amount	\$30,810
Source	Other
Budget Reference	3000-3999: Employee Benefits Certificated Benefits
Amount	\$5,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Materials and Supplies
Amount	\$1,875
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Substitute Salary
Amount	\$404
Source	Other
Budget Reference	3000-3999: Employee Benefits Certificated Substitute Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### 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.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

- 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.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A. Efforst by district to seek parent input in decision making.	Annual parent/student survey results were 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 were used as District outreach to all families notifying them of volunteer and committee work opportunities, student attendance and monthly activity reminders. Oak View District	<ul style="list-style-type: none"> <li>• Parental Involvement: Priority 3</li> </ul> A - Annual parent/student survey results will be 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 will be used as District outreach to all families notifying them of volunteer and committee work opportunities, student	<ul style="list-style-type: none"> <li>• Parental Involvement: Priority 3</li> </ul> A - Annual parent/student survey results will be 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 will be used as District outreach to all families notifying them of volunteer and committee work opportunities, student	<ul style="list-style-type: none"> <li>• Parental Involvement: Priority 3</li> </ul> A - Annual parent/student survey results will be 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 will be used as District outreach to all families notifying them of volunteer and committee work opportunities, student

	<p>offers parents a variety of participation opportunities through the School Site Council, LCAP meetings, ELAC and Parent Teacher Club. 41% of parents/students completed a parent/student school survey in 2015-2016. Less than 15% of parents attended a Parent Teacher Club, School Site Council or ELAC meeting in 2015-2016 as verified by sign-in sheets. According to the 2015-2016 parent/student survey, 57% of parents feel that they regularly participate in activities/events on campus or in the classroom and 84% of parents feel that Oak View School District notifies them in a timely manner about upcoming events.</p>	<p>attendance and monthly activity reminders. Oak View District will offer parents a variety of participation opportunities through the School Site Council, LCAP meetings, ELAC and Parent Teacher Club. Increase the percentage of parents/students participating in the school survey by 5%.</p>	<p>attendance and monthly activity reminders. Oak View District will offer parents a variety of participation opportunities through the School Site Council, LCAP meetings, ELAC and Parent Teacher Club. Increase the percentage of parents/students participating in the school survey by 5%.</p>	<p>attendance and monthly activity reminders. Oak View District will offer parents a variety of participation opportunities through the School Site Council, LCAP meetings, ELAC and Parent Teacher Club. Increase the percentage of parents/students participating in the school survey by 5%.</p>
<p>3B. How the district will promote parental participation in programs for unduplicated pupils</p>	<p>In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities were offered to families of unduplicated students. Parents of English learners could have participate in the ELAC, DELAC and EL LCAP advisory committee. Less than .5% of families participated in ELAC, DELAC or EL LCAP advisory committees in 2015-2016 as verified by Participation lists and parent sign-in sheets.</p>	<ul style="list-style-type: none"> <li>• Parental Involvement: Priority 3 B - In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities will be offered to families of unduplicated students. Parents of English learners can participate in the ELAC, DELAC and EL LCAP advisory committee. Increase the percentage of families participating in advisory committees by 1%.</li> </ul>	<ul style="list-style-type: none"> <li>• Parental Involvement: Priority 3 B - In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities will be offered to families of unduplicated students. Parents of English learners can participate in the ELAC, DELAC and EL LCAP advisory committee. Increase the percentage of families participating in advisory committees by 1%.</li> </ul>	<ul style="list-style-type: none"> <li>• Parental Involvement: Priority 3 B - In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities will be offered to families of unduplicated students. Parents of English learners can participate in the ELAC, DELAC and EL LCAP advisory committee. Increase the percentage of families participating in advisory committees by 1%.</li> </ul>
<p>3C. How the district will promote parental participation in programs for individuals with exceptional needs</p>	<p>In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities were offered to parents with exceptional needs students. Parents were encouraged to participate and make decisions through the IEP process, discussing goals, student placement, curricular programs and behavioral</p>	<ul style="list-style-type: none"> <li>• Parental Involvement: Priority 3 C - In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities will be offered to parents of exceptional needs students. Parents will be encouraged to participate and make decisions through the IEP process,</li> </ul>	<ul style="list-style-type: none"> <li>• Parental Involvement: Priority 3 C - In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities will be offered to parents of exceptional needs students. Parents will be encouraged to participate and make decisions through the IEP process,</li> </ul>	<ul style="list-style-type: none"> <li>• Parental Involvement: Priority 3 C - In addition to the participation opportunities provided to parents in Priority 3 A, additional opportunities will be offered to parents of exceptional needs students. Parents will be encouraged to participate and make decisions through the IEP process,</li> </ul>

	interventions and encouraged to participate in the Community Advisory Committee through the local SELPA (LASER). 100% of parents participated in the IEP process in 2015-2016 as verified by attendance sign-in sheets and SEIS reports.	discussing goals, student placement, curricular programs and behavioral interventions and encouraged to participate in the Community Advisory Committee through the local SELPA (LASER).	discussing goals, student placement, curricular programs and behavioral interventions and encouraged to participate in the Community Advisory Committee through the local SELPA (LASER).	discussing goals, student placement, curricular programs and behavioral interventions and encouraged to participate in the Community Advisory Committee through the local SELPA (LASER).
5A. School attendance	Attendance rate for 15-16 was 97.2% as verified by CALPADS report.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> A - Attendance rates will improve by 1%, verified by CALPADS report.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> A - Attendance rates will improve by 1%, verified by CALPADS report.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> A - Attendance rates will improve by 1%, verified by CALPADS report.
5B. Chronic absenteeism	Maintained a 0% chronic absenteeism rate in 15-16 as verified by CALPADS report.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> B - Maintain a 0% chronic absenteeism rate, verified by CALPADS report.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> B - Maintain a 0% chronic absenteeism rate, verified by CALPADS report.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> B - Maintain a 0% chronic absenteeism rate, verified by CALPADS report.
5C. Middle school dropout rate	Maintained a 0% middle school dropout rate in 15-16 as verified by CALPADS report.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> C - Maintain a 0% middle school dropout rate, verified by CALPADS report.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> C - Maintain a 0% middle school dropout rate, verified by CALPADS report.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> C - Maintain a 0% middle school dropout rate, verified by CALPADS report.
5D. High school dropout rate	No data reported. Oak View is a K-8 District and does not calculate High school dropout rates.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> D - No data reported. Oak View is a K-8 District and does not calculate High school dropout rates.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> D - No data reported. Oak View is a K-8 District and does not calculate High school dropout rates.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> D - No data reported. Oak View is a K-8 District and does not calculate High school dropout rates.
5E. High school graduation rate	No data reported. Oak View is a K-8 District and does not calculate High school graduation rates.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> E - No data reported. Oak View is a K-8 District and does not calculate High school graduation rates.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> E - No data reported. Oak View is a K-8 District and does not calculate High school graduation rates.	<ul style="list-style-type: none"> <li>Pupil Engagement: Priority 5</li> </ul> E - No data reported. Oak View is a K-8 District and does not calculate High school graduation rates.
6A. Pupil suspension rate	Suspension rates in 15-16 as verified by CALPADS report was	<ul style="list-style-type: none"> <li>School Climate: Priority 6</li> </ul> A - Suspension rates will	<ul style="list-style-type: none"> <li>School Climate: Priority 6</li> </ul> A - Suspension rates will	<ul style="list-style-type: none"> <li>School Climate: Priority 6</li> </ul> A - Suspension rates will

	8%. Other 15-16 suspension rates were as follows: 0% were white, 22% were Hispanic and 78% were more than one race. 0% were female and 100% were male.	decrease yearly by 1%, verified by CALPADS report.	A - Suspension rates will decrease yearly by 1%, verified by CALPADS report.	A - Suspension rates will decrease yearly by 1%, verified by CALPADS report.
6B. Pupil expulsion rate	Expulsion rate in 15-16 was .2% as verified by CALPADS reports.	<ul style="list-style-type: none"> <li>School Climate: Priority 6 B - Maintain a 0% expulsion rate, verified by CALPADS reports.</li> </ul>	<ul style="list-style-type: none"> <li>School Climate: Priority 6 B - Maintain a 0% expulsion rate, verified by CALPADS reports.</li> </ul>	<ul style="list-style-type: none"> <li>School Climate: Priority 6 B - Maintain a 0% expulsion rate, verified by CALPADS reports.</li> </ul>
6C. Other local measure, including surveys of pupils, parents and teachers on safety and school connectedness	<p>The 2015-16 California Healthy Kids Survey (CHKS) indicated that 87% of 7th grade students feel a sense of school connectedness and 100% feel a sense of school safety, as verified by the CHKS. No subgroup data available.</p> <p>The 2016-17 Oak View District Parent/Student Survey indicated that 95% of parents/students felt that the school was a safe and orderly place to learn . The 2015-16 California Healthy Kids Staff Survey indicated that 27% of staff felt that Oak View District provides adequate counseling and support services and 82% of staff felt that the campus was safe for staff and students.</p>	<ul style="list-style-type: none"> <li>School Climate: Priority 6 C - Oak View District will work to increase the percentage of student's sense of school connectedness by 10% overall, as verified by the CHKS.</li> </ul> <p>C - Oak View District will continue to increase the Parent/Student/staff sense of school safety, verified by surveys.</p>	<ul style="list-style-type: none"> <li>School Climate: Priority 6 C - Oak View District will work to increase the percentage of student's sense of school connectedness by 10% overall, as verified by the CHKS.</li> </ul> <p>C - Oak View District will continue to increase the Parent/Student/staff sense of school safety, verified by surveys.</p>	<ul style="list-style-type: none"> <li>School Climate: Priority 6 C - Oak View District will work to increase the percentage of student's sense of school connectedness by 10% overall, as verified by the CHKS.</li> </ul> <p>C - Oak View District will continue to increase the Parent/Student/staff sense of school safety, verified by surveys.</p>

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

2.1 Attendance Incentive Program – Students will have the opportunity to earn incentives for perfect attendance throughout the year.

**2018-19**

New  Modified  Unchanged

2.1 Attendance Incentive Program – Students will have the opportunity to earn incentives for perfect attendance throughout the year.

**2019-20**

New  Modified  Unchanged

2.1 Attendance Incentive Program – Students will have the opportunity to earn incentives for perfect attendance throughout the year.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Incentives and Supplies
Amount	\$1,500
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Perfect Attendance Field Trip

**2018-19**

Amount	\$500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Incentives and Supplies
Amount	\$1,500
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Perfect Attendance Field Trip

**2019-20**

Amount	\$500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Incentives and Supplies
Amount	\$1,500
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Perfect Attendance Field Trip

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

2.2  
School Website, Blackboard Automated Phone System, Pancake Breakfast

**2018-19**

New  Modified  Unchanged

2.2  
School Website and Blackboard Automated Phone System

**2019-20**

New  Modified  Unchanged

2.2  
School Website, Blackboard Automated Phone System, Pancake Breakfast

BUDGETED EXPENDITURES

**2017-18**

Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Pancake Breakfast
Amount	\$4,000

**2018-19**

Amount	\$0
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Pancake Breakfast
Amount	\$4,000

**2019-20**

Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Pancake Breakfast
Amount	\$4,000

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Blackboard Automated Phone System and Website	Budget Reference	5000-5999: Services And Other Operating Expenditures Blackboard Automated Phone System and Website	Budget Reference	5000-5999: Services And Other Operating Expenditures Blackboard Automated Phone System and Website

**Action 3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

2.3  
Transportation – Students who live in the district will receive free transportation to and from school.

**2018-19**

New  Modified  Unchanged

2.3  
Transportation – Students who live in the district will receive free transportation to and from school.

**2019-20**

New  Modified  Unchanged

2.3  
Transportation – Students who live in the district will receive free transportation to and from school.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$17,000

**2018-19**

Amount \$17,000

**2019-20**

Amount \$17,000

Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Home to School Mileage	Budget Reference	4000-4999: Books And Supplies Home to School Mileage	Budget Reference	4000-4999: Books And Supplies Home to School Mileage
Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintenance	Budget Reference	5000-5999: Services And Other Operating Expenditures Maintenance	Budget Reference	5000-5999: Services And Other Operating Expenditures Maintenance
Amount	\$37,649	Amount	\$38,778	Amount	\$39,554
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Bus Driver Salary	Budget Reference	2000-2999: Classified Personnel Salaries Bus Driver Salary	Budget Reference	2000-2999: Classified Personnel Salaries Bus Driver Salary
Amount	\$17,528	Amount	\$18,809	Amount	\$20,091
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Bus Driver Benefits	Budget Reference	3000-3999: Employee Benefits Bus Driver Benefits	Budget Reference	3000-3999: Employee Benefits Bus Driver Benefits

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

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

**2018-19**

New  Modified  Unchanged

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

**2019-20**

New  Modified  Unchanged

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

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$20,000
Source	Base
Budget Reference	6000-6999: Capital Outlay Maintenance Projects - Security Fencing
Amount	\$10,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs - Tree Trimming/Landscaping
Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Equipment
Amount	\$12,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Materials and Supplies - Door Blocks

**2018-19**

Amount	\$20,000
Source	Base
Budget Reference	6000-6999: Capital Outlay Maintenance Projects
Amount	\$5,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs
Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Equipment
Amount	\$12,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Materials and Supplies

**2019-20**

Amount	\$20,000
Source	Base
Budget Reference	6000-6999: Capital Outlay Maintenance Projects
Amount	\$5,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs - Tree Trimming
Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Equipment
Amount	\$12,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Materials and Supplies

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

2.5  
Part time Counseling Services - Counseling services will be provided to all students to meet mental health, academic and behavioral needs.

**2018-19**

New  Modified  Unchanged

2.5  
Part time Counseling Services - Counseling services will be provided to all students to meet mental health, academic and behavioral needs.

**2019-20**

New  Modified  Unchanged

2.5  
Part time Counseling Services - Counseling services will be provided to all students to meet mental health, academic and behavioral needs.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$36,480
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract for Counseling Services

**2018-19**

Amount	\$36,480
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract for Counseling Services

**2019-20**

Amount	\$36,480
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract for Counseling Services

Amount	\$1,400	Amount	\$1,400	Amount	\$1,400
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$279,099

Percentage to Increase or Improve Services: 9.14%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Oak View Union School District has an unduplicated pupil count for of 49.75% for the 16/17 school year.

The following programs and services are provided to students using Supplemental funds:

- Part-time teacher will provide Intervention in the areas of mathematics and ELA/ELD
- 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

Supplemental funds are being expended in a LEA-wide 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;

Goal 1:

- 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. Based on our experience, this curriculum/software has increased language proficiency, reclassification rates and student achievement, and may also support other 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 - School website, 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 LEA-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 LEA-wide 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 only on our unduplicated pupils but realized that only the English Learners 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 LEA-wide or not at all.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

### Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

### Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

### Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

### Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

### Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### 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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

#### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

##### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

##### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

#### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

##### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

##### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

#### **New/Modified/Unchanged:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### 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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

### Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

#### Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

#### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

- 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, or 47606.5, as applicable, 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?

## Guiding Questions: Goals, Actions, and Services

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

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,380,560.00	2,222,856.00	2,266,868.00	2,426,048.00	2,430,195.00	7,123,111.00
Base	1,961,813.00	1,840,597.00	1,855,219.00	2,002,646.00	1,992,409.00	5,850,274.00
Other	151,491.00	131,882.00	140,065.00	145,132.00	147,245.00	432,442.00
Supplemental	267,256.00	250,377.00	271,584.00	278,270.00	290,541.00	840,395.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	2,380,560.00	2,222,856.00	2,266,868.00	2,426,048.00	2,430,195.00	7,123,111.00
1000-1999: Certificated Personnel Salaries	1,364,850.00	1,339,044.00	1,405,820.00	1,463,515.00	1,489,018.00	4,358,353.00
2000-2999: Classified Personnel Salaries	140,804.00	129,378.00	126,773.00	132,412.00	135,061.00	394,246.00
3000-3999: Employee Benefits	484,916.00	471,560.00	512,515.00	555,111.00	590,556.00	1,658,182.00
4000-4999: Books And Supplies	181,767.00	93,127.00	105,400.00	164,400.00	105,400.00	375,200.00
5000-5999: Services And Other Operating Expenditures	98,223.00	90,443.00	96,360.00	90,610.00	90,160.00	277,130.00
6000-6999: Capital Outlay	110,000.00	99,304.00	20,000.00	20,000.00	20,000.00	60,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Object Type and Funding Source**

<b>Object Type</b>	<b>Funding Source</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	2,380,560.00	2,222,856.00	2,266,868.00	2,426,048.00	2,430,195.00	7,123,111.00
1000-1999: Certificated Personnel Salaries	Base	1,201,482.00	1,176,551.00	1,235,213.00	1,291,950.00	1,311,903.00	3,839,066.00
1000-1999: Certificated Personnel Salaries	Other	84,575.00	83,450.00	88,298.00	91,169.00	91,519.00	270,986.00
1000-1999: Certificated Personnel Salaries	Supplemental	78,793.00	79,043.00	82,309.00	80,396.00	85,596.00	248,301.00
2000-2999: Classified Personnel Salaries	Base	48,822.00	48,822.00	37,649.00	38,778.00	39,554.00	115,981.00
2000-2999: Classified Personnel Salaries	Supplemental	91,982.00	80,556.00	89,124.00	93,634.00	95,507.00	278,265.00
3000-3999: Employee Benefits	Base	418,440.00	410,187.00	442,057.00	477,368.00	506,852.00	1,426,277.00
3000-3999: Employee Benefits	Other	25,655.00	25,250.00	27,767.00	29,963.00	31,726.00	89,456.00
3000-3999: Employee Benefits	Supplemental	40,821.00	36,123.00	42,691.00	47,780.00	51,978.00	142,449.00
4000-4999: Books And Supplies	Base	144,156.00	70,730.00	87,500.00	147,500.00	87,500.00	322,500.00
4000-4999: Books And Supplies	Other	31,961.00	17,833.00	12,000.00	12,000.00	12,000.00	36,000.00
4000-4999: Books And Supplies	Supplemental	5,650.00	4,564.00	5,900.00	4,900.00	5,900.00	16,700.00
5000-5999: Services And Other Operating Expenditures	Base	38,913.00	35,003.00	32,800.00	27,050.00	26,600.00	86,450.00
5000-5999: Services And Other Operating Expenditures	Other	9,300.00	5,349.00	12,000.00	12,000.00	12,000.00	36,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	50,010.00	50,091.00	51,560.00	51,560.00	51,560.00	154,680.00
6000-6999: Capital Outlay	Base	110,000.00	99,304.00	20,000.00	20,000.00	20,000.00	60,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>				
<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	2,087,811.00	2,250,581.00	2,251,670.00	6,590,062.00
<b>Goal 2</b>	179,057.00	175,467.00	178,525.00	533,049.00
<b>Goal 3</b>	0.00	0.00	0.00	0.00
<b>Goal 4</b>	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.