

Introduction:

LEA: OAK PARK UNIFIED SCHOOL DISTRICT

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LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • Email sent to all community stakeholders inviting participation in District LCAP development. • Throughout the year, in an ingrained cultural practice of involvement, District staff, parent, and community collaborate in standing meetings held throughout the year to identify educational goals and objectives. These include parent and student surveys, meetings of the Parent Teacher Organization (PTO) council, school site PTOs, Curriculum Council, Special Education Advisory Council, Gifted and Talented Education Advisory Council, as well as monthly meetings of school site staffs, school principals, and District Leadership Team. • January 19, 2016, LCAP presentation at School Board/Stakeholder meeting. • On February 25, 2016, the first meeting of the District’s LCAP Committee was held. The Committee is comprised of representatives from district advisory committees for English Language Learners (DELAC, ELAC), Special Education (SEAC), Parent Advisory Committee 	<p>Stakeholders asked that the District continue to respond to survey results concentrating on the top five priorities: (1) Authentic Learning; (2) Differentiation; (3) STEAM (Science, Technology, Engineering, Art, and Math); (4) Technology; (5) Project Based Learning.</p> <p>A parent survey was developed and administered February 2016 to gauge parents’ opinion on the importance of technology in meeting educational objectives, and preferences in the use of technology in the classroom. With 727 parents responding, data from the survey indicates the following:</p> <ul style="list-style-type: none"> • 70.7% of respondents felt that the District is doing an effective job in the implementation of computing

<p>(PAC), community members representing low income and foster youth. Also participating were district and site administrators, board members, employee unions Oak Park Teachers Association (OPTA), Oak Park Classified Association (OPCA), parent representatives from all school sites. Agenda items included overview of LCFF and LCAP requirements. 2015-16 Goals were reviewed and updated with current data analysis. Work accomplished included a draft of 2016-17, 2017-18, and 2018-19 preliminary goals. A student and parent survey was discussed and the committee asked administration to develop and administer a student and parent survey.</p> <ul style="list-style-type: none"> • In February 2016, a technology use survey was developed and administered to parents to determine current student technology use, both at home and at school, and to gauge parents' opinion on the importance of technology in meeting educational objectives, and preferences in the use of technology in the classroom. • Student and parent surveys were administered in the spring during the week of March 14th – March 18th 2016 • May 5, 2016 second LCAP Committee meeting – review of draft goals for 2018-19; representatives provided anecdotal feedback from their respective constituencies regarding survey and draft goals, Committee finalized goals for inclusion in LCAP • Draft LCAP Report made available on District website May 10, 2016; Superintendent provides responses within 7 days. • Draft LCAP report made available at School Board/Stakeholder meeting on May 17, 2016. • Public hearing for LCAP at board meeting on June 1, 2016. • LCAP adoption at board meeting on June 15, 2016. 	<p>technology.</p> <ul style="list-style-type: none"> • Responding to the importance of daily access to 1-to-1 computing devices, 38.5% of parents felt this is important in lower elementary grades, 63.5% for upper elementary grades, 83.3% in middle school, and 86.3% for high school. <p>Parent and student surveys were developed and administered in spring of 2015-16, with 681 parents and 1172 middle and high school students responding. Data from the surveys indicate the following:</p> <p>Student surveys indicate that students often or sometimes feel:</p> <ul style="list-style-type: none"> • They work in teams and collaborate with other students • Additional help is available when having difficulty in class • Technology is available to learn, practice, and collaborate • Classrooms were clean and well-maintained • They solve real-life problems as part of their classwork • They learn about a healthy life style • They learn about their role in protecting their environment <p>Parent surveys indicate:</p> <ul style="list-style-type: none"> • Authentic learning is an integral part of their child's learning experience • Technology is an essential component of their child's learning • Curriculum is appropriately differentiated • Their child's health and well-being are important considerations at school • Classrooms and schools are cleaned and well maintained • Environmental projects and activities are a part of their student's educational experience • Their child learns about their role in protecting their environment • Their child regularly works in teams to collaborate and solve real-world problems • The visual and performing arts are an integral part of their
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	<p>child's learning experience</p> <ul style="list-style-type: none"> • Extra curricular opportunities are available • Opportunities are available to be engaged in STEAM <p>Once the input of the LCAP Committee, various standing District and school site advisory committees, and results of the multiple surveys was quantified, four District goals were developed for 2016-17:</p> <ol style="list-style-type: none"> 1) Support high academic achievement for all students 2) Support and improve the health, safety, and well-being of all students 3) Support and Intervention for all students 4) Provide a high quality learning environment and well-maintained facilities that support learning and student health, safety, and well-being
<p>Annual Update:</p> <ul style="list-style-type: none"> • Email sent to all community stakeholders inviting participation in District LCAP development. • January 20, 2015, LCAP presentation at School Board/Stakeholder meeting. • On March 12, 2015, the first meeting of the District's LCAP Committee was held. The Committee is comprised of representatives from district advisory committees for English Language Learners (DELAC, ELAC), Special Education (SEAC), Parent Advisory Committee (PAC), community members representing low income and foster youth. Also participating were district and site administrators, board members, employee unions Oak Park Teachers Association (OPTA), Oak Park Classified Association (OPCA), parent representatives from all school sites. Agenda items included overview of LCFF and LCAP requirements. 2014-15 Goals were reviewed and updated with current data analysis. Work accomplished included a draft of 2015-16, 2016-17, and 2017-18 preliminary goals. A student survey was discussed and the committee asked administration to develop and administer a student survey. • Student survey will be administered in the spring during the Smarter Balanced assessments. (Dates tentatively set for week of May 4-8, 2015) • May 13, 2015 second LCAP Committee meeting – review of draft goals for 2017-18; representatives provided anecdotal feedback from their respective constituencies regarding survey and draft goals, Committee finalized goals for inclusion in LCAP • Draft LCAP Report made available on District website May 19, 2015; Superintendent provides responses within 7 days. 	<p>Annual Update:</p> <p>Once the committee input was quantified, four District goals were developed:</p> <ol style="list-style-type: none"> 1). Common Core Implementation 2). Student Health, Safety, and Well Being 3). Support and Intervention 4). Facilities that Support Learning <p>The decision of the committee was to defer the administration of a student survey until the following year.</p>

<ul style="list-style-type: none">• Draft LCAP report made available at School Board/Stakeholder meeting on May 19, 2015.• Public hearing for LCAP at board meeting on June 2, 2015.• LCAP adoption at board meeting on June 16, 2015.	
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?

- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schools/sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	GOAL 1: Support high academic achievement for all students.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need :	<u>1A</u> Rate teachers are assigned and credentialed appropriately for students they teach <u>1B</u> Student access to standards-aligned instructional materials <u>1C</u> Implementation of State Standards for all students, including English Learners (EL) <u>1D</u> Performance on standardized tests <u>1E</u> Score on Academic Performance Index (API) <u>1F</u> Share of students that are college and career ready <u>1G</u> Share of students that pass Advanced Placement (AP) exams with 3 or higher <u>1H</u> Share of students determined prepared for college by the Early Assessment Program (EAP) <u>1I</u> Teacher and student surveys <u>1J</u> State Standards implementation for unduplicated students	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	<u>1A</u> Improve rate teachers are assigned and credentialed appropriately for students they teach by additional .5% from 78.3% to 78.8%. <u>1B</u> Continue textbook adoptions in math, language arts, world languages, to support State Standards implementation <u>1C</u> Professional Development to support State Standards implementation <u>1D</u> Technology to align with Smarter Balance testing requirements; Typing Boot Camp <u>1E</u> NOT APPLICABLE <u>1F</u> Maintain percentage of high school graduates with UC/CSU required courses at 85.9% based on local data <u>1G</u> Maintain AP pass rate of students scoring 3 or higher at current level of 88% <u>1H</u> Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP)	

1J Smaller class sizes for Discovery Kindergarten through Grade 2 (DK-2); and additional Instructional Aides to support authentic learning and differentiated instruction

1J Intervention for students and professional development for staff

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A <ul style="list-style-type: none"> • Human Resources (HR) audit to ensure teachers are appropriately credentialed and assigned • Williams Act review 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • (\$0)
1B <ul style="list-style-type: none"> • Adoption/purchase textbooks, instructional materials, and access devices <ul style="list-style-type: none"> • Elementary School – math, history/social science, and English language arts • Middle School - history/social science, and world languages • High School – history/social science, and world languages • Pilot science textbooks for all grade levels, K-12 • Pilot/adopt English language arts curriculum – 10 Chromebook carts each at the high school and middle school • iPad carts at all grade levels to implement student technology curriculum standards 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • Elementary (\$150,000 Textbooks, General Fund); Middle School (\$100,000, Textbooks General Fund, Restricted Lottery); High School (\$175,000 Textbooks, General Fund) • Chromebook carts (\$267,000 Textbooks, General Fund/Measure C6) • iPad carts (\$100,000 Measure C6)
1C	LEA-wide	<input checked="" type="checkbox"/> ALL	<ul style="list-style-type: none"> • Provide

<ul style="list-style-type: none"> • Provide professional development <ul style="list-style-type: none"> • Continue to provide professional development to teachers, instructional assistants, and administrators on State Standards aligned instruction and curriculum • Continue to implement the Critical Thinking training model to support the District’s goals of authentic learning, differentiation and project-based learning • Continue Teacher on Special Assignment (TOSA) in Science • Continue to provide NGSS training to all staff and administrators • Parent NGSS training 		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>professional development on State Standards aligned instruction and curriculum (\$80,000 Travel & Conference, General Fund)</p> <ul style="list-style-type: none"> • Continue Critical Thinking training model (\$40,000 Professional Services, General Fund) • Science TOSA (\$100,000 Salary & Benefits, General Fund (Friends of Oak Park Education Foundation donation) • Provide NGSS training (\$30,000 General Fund)
<p>1D</p> <ul style="list-style-type: none"> • Align District Technology with Smarter Balanced Assessment requirements <ul style="list-style-type: none"> • Typing Boot Camp • Continue to have 2 Teachers on Special Assignment (TOSA) in Technology to enhance District-wide 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • Typing Boot Camp (\$4,500 Professional Services, General Fund) • Teachers on

<p>technology program and to support the District’s goals of authentic learning, differentiation and project-based learning</p> <ul style="list-style-type: none"> Continue to Implement District K-12 tech standards 			<p>Special Assignment (TOSA) in Technology (\$180,400 Salaries & Benefits, General Fund)</p> <ul style="list-style-type: none"> District tech standards (\$10,000 Salaries & Benefits, General Fund)
<p>1E</p> <ul style="list-style-type: none"> API not available 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> API not available
<p>1F</p> <ul style="list-style-type: none"> Extended learning time <ul style="list-style-type: none"> Maintain increased course offerings before school (zero period) Continue to offer 7th period support in all courses for all students Increase and improve Science, Technology, Engineering, Arts, Mathematics (STEAM) High School course offerings <ul style="list-style-type: none"> Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study Add career and technical education pathways programs (Ventura County Innovates [VCI]) 	<p>Oak Park Independent School, Oak View High School, and Oak Park High School, Medea Creek Middle School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Maintain course offerings before school (zero period) (\$34,000 Salaries & Benefits, General Fund) Continued 7th period support for all students (\$0) Continue additional sections in middle, high,

			<p>and alternative high schools (\$115,500 General Fund)</p> <ul style="list-style-type: none"> • Add career and technical education pathways programs (\$96,000 Salaries & Benefits, Materials & Supplies, Equipment, Travel & Conference, Restricted General Fund/ VCI, LCFF CTE)
<p>1G</p> <ul style="list-style-type: none"> • Maintain extended learning time <ul style="list-style-type: none"> • Maintain increased course offerings before school (zero period) • Continue to offer 7th period support in all courses for all students • Continue teacher release time <ul style="list-style-type: none"> • Cross-department meetings for planning and implementation of STEAM and other related curriculum • Increase use of technology in core course offerings <ul style="list-style-type: none"> • Continue to provide 16 Tech Lites • Pilot technology learning coach for elementary grade levels, 12 days 	<p>Oak Park Independent School and Oak Park High School</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Continue course offerings before school (zero period) (Included with Goal 1F above) • Continue to offer 7th period support for all students (\$0) • Cross-department meetings to plan and implement STEAM and other related

			<ul style="list-style-type: none"> curriculum (\$4,800 Salaries & Benefits, General Fund) • Continue to provide 16 Tech Lites (\$32,000 Salaries & Benefits, General Fund) • Pilot technology learning coach (\$1,620 Salary & Benefits, General Fund)
<p>1H</p> <ul style="list-style-type: none"> • Early Assessment Program, now embedded in the California Assessment of Student Performance and Progress (CAASPP) will be administered 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • (\$0)
<p>1I</p> <ul style="list-style-type: none"> • District parents and students were surveyed in 2015-16, will not be surveyed in 2016-17 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • (\$0)
<p>1J</p> <ul style="list-style-type: none"> • For low income pupils: Continue small group math instruction to K-5 students during the school day using research-based intervention practices; augment middle school literacy support • For low income pupils: Continue literacy instruction to K-5 	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Provide math intervention (\$91,400 Salaries & Benefits, General Fund,

<p>students during the school day using research-based intervention practices</p> <ul style="list-style-type: none"> • For English learners: Ensure best practices for teaching English Language Development by providing training and support to staff • District will provide professional development to staff and administrators in strategies for the implementation of EL State Standards • For foster youth: Continue small group math instruction to K-5 students during the school day using research-based intervention practices • For foster youth: Continue literacy instruction to K-5 students during the school day using research-based intervention practices 			<p>LCFF Supplemental Grant and Restricted Title I)</p> <ul style="list-style-type: none"> • Provide literacy instructional assistants (\$144,700 Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I) • VCOE training for EL Aides (\$2,000 Travel & Conference, LCFF Supplemental Grant) • Continue professional development opportunities through VCOE (\$10,000 Travel & Conference, General Fund)
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p><u>1A</u> Improve rate teachers are assigned and credentialed appropriately for students they teach by additional .5%, from 78.8% to 79.3%. <u>1B</u> Textbook adoption (math, social science, world languages, language arts, health and science) to support State Standards implementation <u>1C</u> Professional Development to support State Standards implementation <u>1D</u> Technology to align with Smarter Balance testing requirements; Typing Boot Camp</p>
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- 1E NOT APPLICABLE
- 1F Maintain percentage of high school graduates with UC/CSU required courses at 85.9% based on local data
- 1G Maintain AP pass rate of students scoring 3 or higher at current level of 88%
- 1H Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP)
- 1I Smaller class sizes for Discovery Kindergarten through Grade 3 (DK-3); and additional Instructional Aides to support authentic learning and differentiated instruction
- 1J Intervention for students and professional development for staff

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A <ul style="list-style-type: none"> • Human Resources (HR) audit to ensure teachers are appropriately credentialed and assigned • Williams Act review 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • (\$0)
1B <ul style="list-style-type: none"> • Adoption/purchase textbooks and instructional materials <ul style="list-style-type: none"> • Elementary School – math, history/social science, and English language arts • Middle School - history/social science, and world languages • High School –history/social science, and world languages • Pilot/adopt science textbooks for all grade levels, K-12 • Additional mobile computing devices to support curricular needs 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • Elementary (\$150,000 Textbooks, General Fund); Middle School (\$100,000, Textbooks General Fund, Restricted Lottery); High School (\$200,000 Textbooks, General Fund) • Additional mobile devices (\$150,000 Measure C6)
1C	LEA-wide	<input checked="" type="checkbox"/> ALL	<ul style="list-style-type: none"> • Provide

<ul style="list-style-type: none"> • Provide professional development <ul style="list-style-type: none"> • Continue to provide professional development to teachers, instructional assistants, and administrators on State Standards aligned instruction and curriculum • Continue to implement the Critical Thinking training model to support the District’s goals of authentic learning, differentiation and project-based learning • Continue Teacher on Special Assignment (TOSA) in Science • Continue to provide NGSS training to all staff and administrators • Parent NGSS training 		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>professional development on State Standards aligned instruction and curriculum (\$80,000 Travel & Conference, General Fund)</p> <ul style="list-style-type: none"> • Continue Critical Thinking training model (\$40,000 Professional Services, General Fund) • Science TOSA (\$100,000 Salary & Benefits, General Fund (Friends of Oak Park Education Foundation donation) • Provide NGSS training (\$30,000 General Fund)
<p>1D</p> <ul style="list-style-type: none"> • Align District Technology with Smarter Balanced Assessment requirements <ul style="list-style-type: none"> • Typing Boot Camp • Continue to have 2 Teachers on Special Assignment (TOSA) in Technology to enhance District-wide 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • Typing Boot Camp (\$4,500 Professional Services, General Fund) • Teachers on

<p>technology program and to support the District’s goals of authentic learning, differentiation and project-based learning</p> <ul style="list-style-type: none"> Implement District K-5 tech standards 			<p>Special Assignment (TOSA) in Technology (\$180,400 Salaries & Benefits, General Fund)</p> <ul style="list-style-type: none"> District tech standards (\$10,000 Salaries & Benefits, General Fund)
<p>1E</p> <ul style="list-style-type: none"> API not available 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> API not available
<p>1F</p> <ul style="list-style-type: none"> Extended learning time <ul style="list-style-type: none"> Maintain increased course offerings before school (zero period) Continue to offer 7th period support in all courses for all students Increase and improve Science, Technology, Engineering, Arts, Mathematics (STEAM) High School course offerings <ul style="list-style-type: none"> Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study If possible add and further develop existing career and technical education pathways programs (Ventura County Innovates [VCI]) 	<p>Oak Park Independent School, Oak View High School, and Oak Park High School, Medea Creek Middle School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Maintain course offerings before school (zero period) (\$34,000 Salaries & Benefits, General Fund) Continued 7th period support for all students (\$0) Continue additional sections in middle, high,

			<p>and alternative high schools (\$115,500 General Fund)</p> <ul style="list-style-type: none"> • Add career and technical education pathways programs (\$96,000 Salaries & Benefits, Materials & Supplies, Equipment, Travel & Conference, Restricted General Fund/ VCI, LCFF CTE)
<p>1G</p> <ul style="list-style-type: none"> • Maintain extended learning time <ul style="list-style-type: none"> • Maintain increased course offerings before school (zero period) • Continue to offer 7th period support in all courses for all students • Continue teacher release time <ul style="list-style-type: none"> • Cross-department meetings for planning and implementation of STEAM and other related curriculum • Increase use of technology in core course offerings <ul style="list-style-type: none"> • Continue to provide 16 Tech Lites • Continue technology learning coach for elementary grade levels, 12 days 	<p>Oak Park Independent School and Oak Park High School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Continue course offerings before school (zero period) (Included with Goal 1F above) • Continue to offer 7th period support for all students (\$0) • Cross-department meetings to plan and implement STEAM and other related

			<p>curriculum (\$4,800 Salaries & Benefits, General Fund)</p> <ul style="list-style-type: none"> Continue to provide 16 Tech Lites (\$32,000 Salaries & Benefits, General Fund) Maintain technology learning coach (\$1,620 Salary & Benefits, General Fund)
<p>1H</p> <ul style="list-style-type: none"> Early Assessment Program, now embedded in the California Assessment of Student Performance and Progress (CAASPP) will be administered 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$0)
<p>1I</p> <ul style="list-style-type: none"> Conduct a survey of parents and students to prioritize educational goals and District spending plan 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$0)
<p>1J</p> <ul style="list-style-type: none"> For low income pupils: Continue small group math instruction to K-5 students during the school day using research-based intervention practices For low income pupils: Continue literacy instruction to K-5 students during the school day using research-based intervention practices 	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Provide math intervention (\$91,400 Salaries & Benefits, General Fund, LCFF)

- For English learners: Ensure best practices for teaching English Language Development by providing training and support to staff
- District will provide professional development to staff and administrators in strategies for the implementation of EL State Standards
- For foster youth: Continue small group math instruction to K-5 students during the school day using research-based intervention practices
- For foster youth: Continue literacy instruction to K-5 students during the school day using research-based intervention practices

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Supplemental Grant and Restricted Title I)

- Provide literacy instructional assistants (\$144,700 Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I)
- VCOE training for EL Aides (\$2,000 Travel & Conference, LCFF Supplemental Grant) Continue professional development opportunities through VCOE (\$10,000 Travel & Conference, General Fund)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- 1A Improve rate teachers are assigned and credentialed appropriately for students they teach by additional .5%, from 79.3% to 79.8%.
- 1B Textbook adoption (world languages, and health and science DK-12) to support State Standards implementation
- 1C Professional Development to support State Standards implementation
- 1D Technology to align with Smarter Balance testing requirements; Typing Boot Camp
- 1E Standardized State Assessment – If applicable

- 1F Maintain percentage of high school graduates with UC/CSU required courses at 85.9% based on local data
- 1G Maintain AP pass rate of students scoring 3 or higher at current level of 88%
- 1H Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP)
- 1I Maintain smaller class sizes for Discovery Kindergarten through Grade 3 (DK-3); and additional Instructional Aides to support authentic learning and differentiated instruction
- 1J Intervention for students and professional development for staff

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A <ul style="list-style-type: none"> • Human Resources (HR) audit to ensure teachers are appropriately credentialed and assigned • Williams Act review 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • (\$0)
1B <ul style="list-style-type: none"> • Adoption/purchase textbooks and instructional materials <ul style="list-style-type: none"> • Elementary School – math, history/social science, and English language arts • Middle School - history/social science, and world languages • High School –history/social science, and world languages • Pilot/adopt science textbooks for all grade levels, K-12 • Additional mobile computing devices to support curricular needs 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • Elementary (\$150,000 Textbooks, General Fund); Middle School (\$100,000, Textbooks General Fund, Restricted Lottery); High School (\$200,000 Textbooks, General Fund) • Additional mobile devices (\$250,000 Measure C6)
1C <ul style="list-style-type: none"> • Provide professional development <ul style="list-style-type: none"> • Continue to provide professional development to teachers, instructional assistants, and administrators on 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	<ul style="list-style-type: none"> • Provide professional development on State

<p>State Standards-aligned instruction and curriculum</p> <ul style="list-style-type: none"> Continue to implement the Critical Thinking training model to support the District’s goals of authentic learning, differentiation and project-based learning Continue Teacher on Special Assignment (TOSA) in Science Provide NGSS training to all staff and administrators 		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Standards-aligned instruction and curriculum (\$80,000 Travel & Conference, General Fund)</p> <ul style="list-style-type: none"> Continue Critical Thinking training model (\$40,000 Professional Services, General Fund) Science TOSA (\$100,000 Salary & Benefits, General Fund (Friends of Oak Park Education Foundation donation) Provide NGSS training (\$20,000 General Fund)
<p>1D</p> <ul style="list-style-type: none"> Align District Technology with Smarter Balanced Assessment requirements <ul style="list-style-type: none"> Typing Boot Camp Continue to have 2 Teachers on Special Assignment (TOSA) in Technology to enhance District-wide technology program and to support the District’s goals of authentic learning, differentiation and project-based learning 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> Typing Boot Camp (\$4,500 Professional Services, General Fund) Teachers on Special Assignment (TOSA) in Technology

<ul style="list-style-type: none"> Implement District K-5 tech standards 			(\$180,400 Salaries & Benefits, General Fund) <ul style="list-style-type: none"> District tech standards (\$10,000 Salaries & Benefits, General Fund)
1E <ul style="list-style-type: none"> API not available 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$0)
1F <ul style="list-style-type: none"> Extended learning time <ul style="list-style-type: none"> Maintain increased course offerings before school (zero period) Continue to offer 7th period support in all courses for all students Increase and improve Science, Technology, Engineering, Arts, Mathematics (STEAM) High School course offerings <ul style="list-style-type: none"> Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study If possible add and further develop existing career and technical education pathways programs (Ventura County Innovates [VCI]) 	Oak Park Independent School, Oak View High School, and Oak Park High School, Medea Creek Middle School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Maintain course offerings before school (zero period) (\$34,000 Salaries & Benefits, General Fund) Continued 7th period support for all students (\$0) Continue additional sections in middle, high, and alternative high schools (\$115,500 General Fund)

			<ul style="list-style-type: none"> • Add career and technical education pathways programs (\$96,000 Salaries & Benefits, Materials & Supplies, Equipment, Travel & Conference, Restricted General Fund/ VCI, LCFF CTE)
<p>1G</p> <ul style="list-style-type: none"> • Maintain extended learning time <ul style="list-style-type: none"> • Maintain increased course offerings before school (zero period) • Continue to offer 7th period support in all courses for all students • Continue teacher release time <ul style="list-style-type: none"> • Cross-department meetings for planning and implementation of STEAM and other related curriculum • Increase use of technology in core course offerings <ul style="list-style-type: none"> • Continue to provide 16 Tech Lites • Continue technology learning coach for elementary grade levels, 12 days 	<p>Oak Park Independent School and Oak Park High School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Continue course offerings before school (zero period) (Included with Goal 1F above) • Continue to offer 7th period support for all students (\$0) • Cross-department meetings to plan and implement STEAM and other related curriculum (\$4,800 Salaries & Benefits,

			<ul style="list-style-type: none"> General Fund) • Continue to provide 16 Tech Lites (\$32,000 Salaries & Benefits, General Fund) • Maintain technology learning coach (\$1,620 Salary & Benefits, General Fund)
<p>1H</p> <ul style="list-style-type: none"> • Early Assessment Program, now embedded in the California Assessment of Student Performance and Progress (CAASPP) will be administered 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • (\$0)
<p>1I</p> <ul style="list-style-type: none"> • District parents and students were surveyed in 2017-18, will not be surveyed in 2018-19 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • (\$0)
<p>1J</p> <ul style="list-style-type: none"> • For low income pupils: Continue small group math instruction to K-5 students during the school day using research-based intervention practices • For low income pupils: Continue literacy instruction to K-5 students during the school day using research-based intervention practices • For English learners: Ensure best practices for teaching English Language Development by providing training and support to staff • District will provide professional development to staff and 	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Provide math intervention (\$91,400 Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I)

<p>administrators in strategies for the implementation of EL State Standards</p> <ul style="list-style-type: none"> • For foster youth: Continue small group math instruction to K-5 students during the school day using research-based intervention practices • For foster youth: Continue literacy instruction to K-5 students during the school day using research-based intervention practices 			<ul style="list-style-type: none"> • Provide literacy instructional assistants (\$144,700 Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I) • VCOE training for EL Aides (\$2,000 Travel & Conference, LCFF Supplemental Grant) • Continue professional development opportunities through VCOE (\$10,000 Travel & Conference, General Fund)
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GOAL:	Goal 2: Support and Improve the Health, Safety, & Well Being of All Students	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Ensure Student Health, Safety, & Well Being <u>2A</u> Improve attendance ratio <u>2B</u> Reduce truancy rates <u>2C</u> Maintain high school graduation rate <u>2D</u> Maintain low student suspension rate <u>2E</u> Maintain low student expulsion rate <u>2F</u> Improve Safe and Health Kids Survey percentage of students in grades 7, 9, and 11 feeling connected to school <u>2G</u> Improve physical fitness scores in grades 5, 7, and 9; improve student access to music, arts, physical education and sports, health services, and nutritional support <u>2H</u> Maintain programs that support student health and well being
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<u>2A</u> Move toward historical attendance ratio of 97%, maintain 0% chronic absenteeism <u>2B</u> Reduce truancy rates by 0.5% from 18% to 17.5% <u>2C</u> Maintain high school graduation rate of 99.7% <u>2D</u> Maintain low student suspension rate of 1.5% or less <u>2E</u> Maintain historically low student expulsion rate of 0% <u>2F</u> Improve Safe and Healthy Kids Survey percentage of students in grades 7, 9, and 11 feeling connected to school by 1% (data not yet available) <u>2G</u> improve percentage by 2%, from 50% to 52%, of students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to music, arts, physical education and sports, health services, and nutritional support <u>2H</u> Maintain programs through Challenge Success, and implement additional nutrition, sustainability and environmental literacy programs
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A • Continue to provide School Attendance Review Team (SART), a District-wide effort to improve attendance	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	• (\$0)

		__ Other Subgroups:(Specify) _____	
2B <ul style="list-style-type: none"> SART holds meetings with the student and parent to express the importance of attendance and punctuality 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	• (\$0)
2C <ul style="list-style-type: none"> Support all students in meeting their academic and social/emotional needs <ul style="list-style-type: none"> Continue additional secondary counselor Continue additional course offerings as discussed in Goal 1F 	Oak Park High School, Oak View High School, Oak Park Independent School, Medea Creek Middle School	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	• Secondary Counselor (\$104,000 Salaries & Benefits, General Fund); Continue additional course offerings (refer to Goal 1F)
2D <ul style="list-style-type: none"> Maintain low suspension rate of 1.5% or less 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	• (\$0)
2E <ul style="list-style-type: none"> Maintain historically low expulsion rate of 0% 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	• (\$0)
2F <ul style="list-style-type: none"> Maintain the addition of two part-time aides to assist secondary counselors Continue Safe School Ambassadors Continue Peer Counselors 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	• Clerical support for counselors at MCMS and OPHS (\$28,000 Salaries &

<ul style="list-style-type: none"> • Maintain Director of Student Nutrition and Wellness • Maintain District Nurse stipend • Maintain increased Child Nutrition staff 			<ul style="list-style-type: none"> • Benefits, General Fund) • Continued Safe School Ambassadors program (\$6,000 Salaries & Benefits, General Fund) • Continue Peer Counselor program (\$6,000 Salaries & Benefits, General Fund) • Director of Student Nutrition and Wellness (\$97,000 Salaries & Benefits, Cafeteria Fund) • District Nurse stipend (\$10,000 Salaries & Benefits, General Fund) • Child Nutrition staff (\$112,415 Salaries & Benefits, General Fund)
2G	LEA-wide	<u>X</u> ALL	• Credentialed PE

<ul style="list-style-type: none"> • Maintain additional 3 elementary PE teachers and 3 part-time aides to assist as PE coaches • Maintain music and art sections at the high school and middle school 		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	teachers and part-time instructional assistants (\$236,000 Salaries & Benefits, General Fund) Music and art sections (\$25,000 Materials & Supplies, General Fund)
2H <ul style="list-style-type: none"> • Maintain programs through Challenge Success • Continue to integrate environmental education into science and language arts curricula • Provide professional development to teaching and Child Nutrition Services staff • Sustain the EEAC support established at each of OPUSD school with parents, teachers, and students 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • Introduction of instruction and instructional materials into science and language arts (\$25,000, Books & Supplies, General Fund) • Staff development (\$50,000, Salaries & Benefits, Travel & Conference, General Fund, Community Sponsors)
LCAP Year 2: 2017-18			
Expected Annual Measurable	<u>2A</u> Move toward historical attendance ratio of 97%, maintain 0% chronic absenteeism <u>2B</u> Reduce truancy rates by 0.5% from 17.5% to 17.0%		

Outcomes:

- 2C Maintain high school graduation rate of 99.7%
- 2D Maintain low student suspension rate of 1.5% or less
- 2E Maintain historically low student expulsion rate of 0%
- 2F Improve Safe and Health Kids Survey percentage of students in grades 7, 9, and 11 feeling connected to school by 1% (assessment not given in 2016-17)
- 2G improve percentage by 1%, from 52% to 53%, of students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to music, arts, physical education and sports, health services, and nutritional support
- 2H Maintain programs through Challenge Success, and implement additional nutrition, sustainability and environmental literacy programs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A <ul style="list-style-type: none"> • Continue to provide School Attendance Review Team (SART), a District-wide effort to improve attendance 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • (\$0)
2B <ul style="list-style-type: none"> • SART holds meetings with the student and parent to express the importance of attendance and punctuality 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • (\$0)
2C <ul style="list-style-type: none"> • Support all students in meeting their academic and social/emotional needs <ul style="list-style-type: none"> • Continue additional secondary counselor • Continue additional course offerings as discussed in Goal 1F 	Oak Park High School, Oak View High School, Oak Park Independent School, Medea Creek Middle School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • Secondary Counselor (\$104,000 Salaries & Benefits, General Fund); Continue additional course offerings (refer to Goal 1F)
2D	LEA-wide	<input checked="" type="checkbox"/> ALL	<ul style="list-style-type: none"> • (\$0)

<ul style="list-style-type: none"> Maintain low suspension rate of 1.5% or less 		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2E <ul style="list-style-type: none"> Maintain historically low expulsion rate of 0% 	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$0)
2F <ul style="list-style-type: none"> Maintain the addition of two part-time aides to assist secondary counselors Continue Safe School Ambassadors Continue Peer Counselors Maintain Director of Student Nutrition and Wellness Maintain District Nurse stipend Maintain increased Child Nutrition staff 	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Clerical support for counselors at MCMS and OPHS (\$28,000 Salaries & Benefits, General Fund) Continued Safe School Ambassadors program (\$6,000 Salaries & Benefits, General Fund) Continue Peer Counselor program (\$6,000 Salaries& Benefits, General Fund) Director of Student Nutrition and Wellness (\$97,000)

			Salaries & Benefits, Cafeteria Fund) <ul style="list-style-type: none"> • District Nurse stipend (\$10,000 Salaries & Benefits, General Fund) • Child Nutrition staff (\$112,415 Salaries & Benefits, General Fund)
2G <ul style="list-style-type: none"> • Maintain additional 3 elementary PE teachers and 3 part-time aides to assist as PE coaches • Maintain music and art sections at the high school and middle school • Implement a comprehensive instrumental music program at the elementary level 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • Credentialed PE teachers and part-time instructional assistants (\$236,000 Salaries & Benefits, General Fund) • Music and art sections (\$25,000 Materials & Supplies, General Fund) • Elementary instrumental music (\$200,000 General Fund, Donations, Measure C6)
2H	LEA-wide	<input checked="" type="checkbox"/> ALL	<ul style="list-style-type: none"> • Introduction of

- Maintain programs through Challenge Success
- Continue to integrate environmental education into science and language arts curricula
- Provide professional development to teaching and Child Nutrition Services staff
- Sustain the Environmental Education and Awareness Committee (EEAC) support established at each of OPUSD school with parents, teachers, and students

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

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

instruction and instructional materials into science and language arts (\$25,000, Books & Supplies, General Fund)
 • Staff development (\$50,000, Salaries & Benefits, Travel & Conference, General Fund, Community Sponsors)

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p><u>2A</u> Move toward historical attendance ratio of 97%, maintain 0% chronic absenteeism</p> <p><u>2B</u> Reduce truancy rates by 0.5% from 17.0% to 16.5%</p> <p><u>2C</u> Maintain high school graduation rate of 99.7%</p> <p><u>2D</u> Maintain low student suspension rate of 1.5% or less</p> <p><u>2E</u> Maintain historically low student expulsion rate of 0%</p> <p><u>2F</u> Improve Safe and Healthy Kids Survey percentage of students in grades 7, 9, and 11 feeling connected to school by 1% (data not yet available)</p> <p><u>2G</u> improve percentage by 1%, from 53% to 54%, of students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to music, arts, physical education and sports, health services, and nutritional support</p> <p><u>2H</u> Maintain programs through Challenge Success, and implement additional nutrition, sustainability and environmental literacy programs</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2A</p> <ul style="list-style-type: none"> • Continue to provide School Attendance Review Team (SART), a District-wide effort to improve attendance 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • (\$0)

<p>2B</p> <ul style="list-style-type: none"> SART holds meetings with the student and parent to express the importance of attendance and punctuality 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> (\$0)
<p>2C</p> <ul style="list-style-type: none"> Support all students in meeting their academic and social/emotional needs <ul style="list-style-type: none"> Continue additional secondary counselor Continue additional course offerings as discussed in Goal 1F 	<p>Oak Park High School, Oak View High School, Oak Park Independent School, Medea Creek Middle School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> Secondary Counselor (\$104,000 Salaries & Benefits, General Fund); Continue additional course offerings (refer to Goal 1F)
<p>2D</p> <ul style="list-style-type: none"> Maintain low suspension rate of 1.5% or less 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> (\$0)
<p>2E</p> <ul style="list-style-type: none"> Maintain historically low expulsion rate of 0% 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> (\$0)
<p>2F</p> <ul style="list-style-type: none"> Maintain the addition of two part-time aides to assist secondary counselors Continue Safe School Ambassadors Continue Peer Counselors 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> Clerical support for counselors at MCMS and OPHS (\$28,000 Salaries &

<ul style="list-style-type: none"> • Maintain Director of Student Nutrition and Wellness • Maintain District Nurse stipend • Maintain increased Child Nutrition staff 			<ul style="list-style-type: none"> • Benefits, General Fund) • Continued Safe School Ambassadors program (\$6,000 Salaries & Benefits, General Fund) • Continue Peer Counselor program (\$6,000 Salaries & Benefits, General Fund) • Director of Student Nutrition and Wellness (\$97,000 Salaries & Benefits, Cafeteria Fund) • District Nurse stipend (\$10,000 Salaries & Benefits, General Fund) • Child Nutrition staff (\$112,415 Salaries & Benefits, General Fund)
<p>2G</p> <ul style="list-style-type: none"> • Maintain additional 3 elementary PE teachers and 3 part- 	LEA-wide	<p><u>X</u> ALL</p> <p>OR:</p>	<ul style="list-style-type: none"> • Credentialed PE teachers and

<p>time aides to assist as PE coaches</p> <ul style="list-style-type: none"> • Maintain music and art sections at the high school and middle school • Maintain a comprehensive instrumental music program at the elementary level 		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>part-time instructional assistants (\$236,000 Salaries & Benefits, General Fund)</p> <ul style="list-style-type: none"> • Music and art sections (\$25,000 Materials & Supplies, General Fund) • Elementary instrumental music (\$200,000 General Fund, Donations, Measure C6)
<p>2H</p> <ul style="list-style-type: none"> • Maintain programs through Challenge Success • Continue to integrate environmental education into science and language arts curricula • Provide professional development to teaching and Child Nutrition Services staff • Sustain the Environmental Education and Awareness Committee (EEAC) support established at each of OPUSD school with parents, teachers, and students 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • Continue instruction and instructional materials in science and language arts (\$25,000, Books & Supplies, General Fund) • Staff development (\$50,000, Salaries & Benefits, Travel & Conference, General Fund,

			Community Sponsors)
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GOAL:	GOAL 3: Provide support and intervention for all students	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<u>3A</u> Efforts to seek parent input <u>3B</u> Promotion of parental participation <u>3C</u> Share of English Learners (ELs) that become English proficient <u>3D</u> English Learner reclassification rate <u>3E</u> Middle school dropout rate <u>3F</u> High school dropout rates <u>3G</u> Student access and enrollment in all required areas of study <u>3H</u> Other indicators of student performance in required areas of study. May include performance on other exams; DIBLES, SRI, end-of-course assessments
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<u>3A</u> LCAP survey priorities to focus on student educational goals <u>3B</u> Continue LCAP Committee meetings and increase attendance by diversified parent groups <u>3C</u> Maintain percentage of ELs that become English proficient at greater than 70% <u>3D</u> Maintain percentage of ELs that become reclassified at greater than 31% <u>3E</u> Maintain middle school dropout rate of 0% <u>3F</u> Maintain historical low percentage of high school dropout rate of 1.6% <u>3G</u> Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study <u>3H</u> Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), Fast Bridge, and end-of-course assessments <u>3I</u> Intervention for low income, English learners, and foster youth
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A • District parents and students were surveyed in 2015-16, will not be surveyed in 2016-17	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• \$0

<p>3B</p> <ul style="list-style-type: none"> Implement plan to involve parents in various advisor committees 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> \$0
<p>3C</p> <ul style="list-style-type: none"> Maintain current staffing level and service provided to each school to address the academic and social needs of English Learners 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Included with Goal 1J (\$80,000 Salaries & Benefits, General Fund, Restricted Title I)
<p>3D</p> <ul style="list-style-type: none"> Provide additional instructional assistants to support EL aides during mandatory California English Language Development Test (CELDT) assessments 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$6,000 Salaries & Benefits, General Fund)
<p>3E</p> <ul style="list-style-type: none"> Maintain additional counselor and clerical support of high-risk students 	<p>Medea Creek Middle School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$118,000 Salaries & Benefits, General Fund)
<p>3F</p> <ul style="list-style-type: none"> Continue to use additional secondary counselor to develop individual action plans for student at risk 	<p>Oak Park High School, Oak View High School, Oak Park Independent School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$120,000 Salaries & Benefits, General Fund)

<p>3G</p> <ul style="list-style-type: none"> Implement third year of multiyear plan to reduce K-3 class size to 24:1 in grades DK-2 Maintain GATE programs Maintain additional technology integration and support 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> (\$189,000 Salaries & Benefits, General Fund) Maintain 2 Technology TOSAs (\$180,400 Salaries & Benefits, General Fund)
<p>3H</p> <ul style="list-style-type: none"> Maintain programs and opportunities including teachers on special assignment for technology and science, Critical Thinking training model, gifted and talented education programs to ensure the needs of all students are met 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> In addition to program costs accounted for in prior goals, additional \$20,000 from Travel & Conference, General Fund
<p>3I</p> <ul style="list-style-type: none"> Continue 1.0 FTE Behaviorist and 0.5 FTE Psychologist to provide mental health services and support for low income pupils, English learners and Foster Youth 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> (\$165,000 Salaries & Benefits, General Fund, LCFF Supplemental Grant)

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p><u>3A</u> LCAP survey priorities to focus on student educational goals</p> <p><u>3B</u> Continue LCAP Committee meetings and increase attendance by diversified parent groups</p> <p><u>3C</u> Maintain percentage of ELs that become English proficient at greater than 70%</p> <p><u>3D</u> Maintain percentage of ELs that become reclassified at greater than 31%</p> <p><u>3E</u> Maintain middle school dropout rate of 0%</p> <p><u>3F</u> Maintain historical low percentage of high school dropout rate of 1.6%</p> <p><u>3G</u> Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study</p> <p><u>3H</u> Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), Fast Bridge, and end-of-course assessments</p> <p><u>3I</u> Intervention for low income, English learners, and foster youth</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A <ul style="list-style-type: none"> Conduct a survey of parents and students to prioritize educational goals and District spending plan 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> \$0
3B <ul style="list-style-type: none"> Implement plan to involve parents in various advisor committees 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> \$0
3C <ul style="list-style-type: none"> Maintain current staffing level and service provided to each school to address the academic and social needs of English Learners 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Included with Goal 1J (\$80,000 Salaries & Benefits, General Fund, Restricted Title I)
3D <ul style="list-style-type: none"> Provide additional instructional assistants to support EL aides during mandatory California English Language Development Test (CELDT) assessments 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$6,000 Salaries & Benefits, General Fund)
3E <ul style="list-style-type: none"> Maintain additional counselor and clerical support of high-risk students 	Medea Creek Middle School	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$118,000 Salaries & Benefits, General Fund)

<p>3F</p> <ul style="list-style-type: none"> Continue to use additional secondary counselor to develop individual action plans for student at risk 	<p>Oak Park High School, Oak View High School, Oak Park Independent School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$120,000 Salaries & Benefits, General Fund)
<p>3G</p> <ul style="list-style-type: none"> Implement fourth and final year of multiyear plan to reduce K-3 class size to 24:1 in grades DK-3 Maintain GATE programs Maintain additional technology integration and support 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$189,000 Salaries & Benefits, General Fund) Maintain 2 Technology TOSAs (\$180,400 Salaries & Benefits, General Fund)
<p>3H</p> <ul style="list-style-type: none"> Maintain programs and opportunities including teachers on special assignment for technology and science, Critical Thinking training model, gifted and talented education programs to ensure the needs of all students are met 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> In addition to program costs accounted for in prior goals, additional \$20,000 from Travel & Conference, General Fund
<p>3I</p> <ul style="list-style-type: none"> Continue 1.0 FTE Behaviorist and 0.5 FTE Psychologist to provide mental health services and support for low income pupils, English learners and Foster Youth 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$165,000 Salaries & Benefits, General Fund, LCFF Supplemental Grant)
<p>LCAP Year 3: 2018-19</p>			

Expected Annual Measurable Outcomes:

- 3A LCAP survey priorities to focus on student educational goals
- 3B Continue LCAP Committee meetings and increase attendance by diversified parent groups
- 3C Maintain percentage of ELs that become English proficient at greater than 70%
- 3D Maintain percentage of ELs that become reclassified at greater than 31%
- 3E Maintain middle school dropout rate of 0%
- 3F Maintain historical low percentage of high school dropout rate of 1.6%
- 3G Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study
- 3H Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), Fast Bridge, and end-of-course assessments
- 3I Intervention for low income, English learners, and foster youth

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A <ul style="list-style-type: none"> • District parents and students were surveyed in 2017-18, will not be surveyed in 2018-17 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • \$0
3B <ul style="list-style-type: none"> • Implement plan to involve parents in various advisor committees 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • \$0
3C <ul style="list-style-type: none"> • Maintain current staffing level and service provided to each school to address the academic and social needs of English Learners 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • Included with Goal 1J (\$80,000 Salaries & Benefits, General Fund, Restricted Title I)
3D	LEA-wide	<input checked="" type="checkbox"/> ALL	<ul style="list-style-type: none"> • (\$6,000

<ul style="list-style-type: none"> Provide additional instructional assistants to support EL aides during mandatory California English Language Development Test (CELDT) assessments 		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Salaries & Benefits, General Fund)
3E <ul style="list-style-type: none"> Maintain additional counselor and clerical support of high-risk students 	Medea Creek Middle School	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$118,000 Salaries & Benefits, General Fund)
3F <ul style="list-style-type: none"> Continue to use additional secondary counselor to develop individual action plans for student at risk 	Oak Park High School, Oak View High School, Oak Park Independent School	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$120,000 Salaries & Benefits, General Fund)
3G <ul style="list-style-type: none"> Maintain K-3 class size of 24:1 in grades DK-3 Maintain GATE programs Maintain additional technology integration and support 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$189,000 Salaries & Benefits, General Fund) Maintain 2 Technology TOSAs (\$180,400 Salaries & Benefits, General Fund)
3H <ul style="list-style-type: none"> Maintain programs and opportunities including teachers on special assignment for technology and science, Critical Thinking training model, gifted and talented education programs to ensure the needs of all students are met 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> In addition to program costs accounted for in prior goals, additional \$20,000 from Travel & Conference, General Fund

<p>31</p> <ul style="list-style-type: none"> Continue 1.0 FTE Behaviorist and 0.5 FTE Psychologist to provide mental health services and support for low income pupils, English learners and Foster Youth 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$165,000 Salaries & Benefits, General Fund, LCFF Supplemental Grant)
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