

LEA: Orinda Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Kathy Marshall, Director of Curriculum & Instruction, kmarshall@orinda.k12.ca.us, 925-258-6206 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

Introduction:

District Mission:

Building on a tradition of educational excellence and strong community support, we will inspire and challenge each student through strong academics and continuously improving programs that will develop the character and abilities needed to shape an ever-changing world.

District Profile:

The Orinda Union School District is comprised of four elementary schools (TK-5) and one middle school (6-8) with a total district wide student enrollment of 2537 as of the 2015-16 October 2015 Census Day. There are 144 certificated teachers in the district. A total of 100% of our classroom teachers are highly qualified and fully certificated with completed SDAIE/CLAD credentials. All teachers are appropriately assigned. The average daily attendance rate is 96.86% as of the 2015-16 P-2 Attendance Report.

Each school offers programs and services for Special Education and English Learner students. For the 2015-16 school year, our district-wide Special Education program served 227 students. This number represents approximately 9% of our enrollment. The district includes the following numerically significant subgroups: African American, Asian, Caucasian, Filipino, Hispanic, Latino, and two or more races. We have an English Learner population of 33 students which is below the state requirement of 51 students to maintain a formal District EL Advisory Committee. However, we continue to hold annual EL parent meetings to plan for this LCAP. Our district-wide unduplicated count for English learner, foster youth, and students who are eligible for free and reduced meals is approximately 1.77 % of our total enrollment. We have one (1) foster youth student this year.

Our schools take pride in the active parent involvement that is ever present within our district. Through the generous support of the Education Foundation for Orinda Schools and the Parent Club partnerships that exist at each of our five schools, there is a cooperative spirit generated by enthusiasm and a “can do” attitude that promotes excellence to support learning for all students. As a result of the unwavering financial support from our parents and community, our district has been able to maintain low class size averages throughout all grade levels. As reported to the state in our 2015-16 attendance reports, our class size averages were as follows: TK/Kindergarten – 18.9 (same as 2014-15); grades first through third – 19.5 (19.4 in 2014-15); and, grades fourth through eighth – 22.4 (24.4 in 2014-15).

Enrichment in art, music, and physical education instruction is made possible through the generous donations of our parent community. We have library technicians at each of the elementary school sites as well as a credentialed Librarian at our middle school. Our library staff is available to support both teachers and students. Parent dedication and commitment continues in providing our students with access to the latest technology including Interactive SMART boards, computer labs, mobile laptop and iPad carts which enable us to make learning more experiential, collaborative and current. Our community is committed to help us inspire and educate our 21st century learners. The Orinda Union School District has also demonstrated its commitment to providing assistance to teachers by funding two Teachers on Special Assignment. One provides district-wide literacy support, while the other provides district-wide technology coaching and support. During the 2015-16 fiscal year, community dollars made up over 33% of the District's overall revenues. This truly is a testament to the level of support and commitment that our community demonstrates annually in partnering with the Orinda Union School District to ensure that all students are given the opportunity to receive the highest level of educational programs as possible.

As outlined in the Orinda Schools mission statement, the overarching goal of our Local Control Accountability Plan (LCAP) is to provide students with a strong foundation for continuing to meet high expectations in a global society. High academic achievement has consistently been the priority in our district, and District Goals are developed annually to support this priority. Professional development is designed to support teachers in gaining the knowledge, skills, and resources needed to provide high quality instruction to all students.

The goals and actions outlined in the Orinda LCAP have been developed with stakeholder input and alignment to the District Goal priorities, the three year Curriculum Plan (2013-2016) the Facilities Master Plan, the three year Technology Plan (2014-2017), and the Single School Plans for Student Achievement. The LCAP is developed in alignment to the school plans. The Curriculum Plan, developed in 2013, has been the strategic plan for transitioning to the Common Core State Standards and was built on three targeted components: Curriculum and Instruction with a 21st Century Design; Professional Learning for the Common Core (PLC); Assessment, Data, and Research for Learning.

The Orinda LCAP addresses the eight state priorities. However, the following state metrics are not listed in "Expected Annual Measurable Outcome" for LCAP goals as they are either not applicable for a TK-8 district or are currently not available: University of California entrance requirements (4c); Early Assessment Program (4g.); Advanced Placement exam passing rates (4f.); Academic Performance Index (4b); High school dropout rate (5d) and High school graduation rates (5e).

The API has been suspended since 2014. During the previous three years of the Academic Performance Index, our district consistently ranked between an API ranking of 957-964, exceeding the state target of 800. In 2013, all five of Orinda's schools were designated with the highest statewide ranking possible of a "10" for academic achievement. This rank placed Orinda Schools in the top 10% of schools across the state. In 2013, Orinda Intermediate School was named a California Distinguished School, and in 2014, the same designation was achieved by all four of our elementary schools, Del Rey School, Glorietta, Sleepy Hollow, and Wagner Ranch. Our district takes pride in the collective efforts of our students, teachers, staff, and parents for these extraordinary accomplishments. In Spring 2015, Orinda Intermediate School was awarded the new and prestigious 2015 Gold Ribbon Schools Award from the California Department of Education. In November 2016, Del Rey School was honored as a National Blue Ribbon School by the US Department of Education. Both Del Rey and Wagner Ranch Elementary School were recognized and received the California Gold Ribbon Schools Award in the Spring of 2016.

Orinda's Local Control Accountability Plan (LCAP) specifically shows how we plan to utilize the supplemental dollars to support our identified student subgroups in continuing to achieve their individual goals. The anticipated supplemental revenue, which is generated by our supplemental student population, is projected to be \$ 69,206 at full implementation in fiscal year 2020-21. These dollars have been earmarked to assist all English learner students, including students who have been reclassified, to demonstrate academic proficiency by meeting state and federal targets.

Our LCAP illustrates the state identified supplemental dollars are not sufficient to fund the necessary educational services to our identified student subgroups. The District will utilize Federal Title III dollars and local revenues including those provided by Parcel Tax dollars, our Education Foundation and Parents Clubs as well as our District's base LCFF funding, to ensure all of our students, including English learners, students with disabilities, low Income students, and foster youth, will accomplish academic goals and achieve individual success under the new state system for instruction and assessment. Additional information, regarding the supplemental dollars is provided in Section B, C, and D of this document.

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
Between August and November 2015, information about the Local Control Funding Formula and the Local Control Accountability Plan (LCAP) Annual Update was presented to district leadership and Coordinating Council at regularly scheduled monthly meetings. The Coordinating Council is the District's LCAP Parent Advisory Committee comprised of at least three parent representatives from each school, all site principals, district Directors, community representatives from the Education Foundation of Orinda, the Superintendent and up to two rotating Board Members.	All major stakeholder groups were informed of LCAP and given opportunity to participate in the process to provide progress towards goals as well as actions to consider for 2016-17 to meet the state's eight priorities. With our district-wide unduplicated count for English learners, socioeconomically disadvantaged, and foster youth at approximately 1.77% of our total enrollment, input from our socioeconomically disadvantaged parents remained confidential when represented in these LCAP Advisory Meetings. We have one (1) foster youth student this year.

The majority of this LCAP Advisory is made up of parents. Our EL Parent Advisory for LCAP meets annually in the Spring with parents representing all schools.

Stakeholders were provided with access to this year's LCAP on the district website. They were also provided with a year long timeline for implementation and planning for stakeholder input needed to help plan for this year's LCAP.

The District Goals for 2015-16 reflected actions outlined in the LCAP for Student Achievement and Instructional Technology.

A new board policy and administrative regulations that outlines the requirements for the district LCAP was presented to the Board of Trustees for discussion on January 11, 2016 and action on February 8, 2016.

School Site Plans were presented to the Board of Trustees at the October 12, 2015 Board Meeting following School Site Council approval of the plans.

This year, a teacher survey was distributed. The purpose of the teacher survey was to gain input from Orinda teachers on the priorities identified by the Coordinating Council (LCAP Advisory) and Leadership Team. At the February input session, parents and principals began "planning in partnership" to resolve how best to combine and target available funding sources to address the needs of the district in the areas of technology, science, and mathematics. The results of the survey were discussed and analyzed at the April 26th Coordinating Council meeting and at the April 27th Curriculum Committee Meeting.

The LCAP Timeline was presented to the Board of Trustees at the November 9, 2015 Board Meeting.

The District Goals were approved by the Board at the December 14, 2015 Board Meeting.

Board Policy and Administrative Regulations 0460 Local Control Accountability Plan was adopted by the Board of Trustees on February 8, 2016.

The LCAP reflects the five school site plans that include the LCAP goals. The School Site Plans were approved by the Board at the October 12, 2015 Board Meeting.

The results below reflect the spring 2016 teacher survey results pertaining to the priorities identified by the LCAP Advisory:

Survey responses: 53 responses received

Del Rey: 17%

Glorietta: 23%

Sleepy Hollow: 24%

Wagner Ranch: 23%

Orinda Intermediate: 23%

Technology Support Needs:

On Site Technical Support: 81%

Transition Coach (2 years): 57%

Site-based Mentors (teachers): 37%

Outside Consultants: 11%

Math Support Needs:

Transition Coach (1 year): 45%

Site-based Mentors (teachers): 32%

Outside Consultants: 18%

During the months of March, April, and May, input for the 2016-17 LCAP was gathered from the following stakeholder groups including English Learner parents:

Feb. 23: Coordinating Council (LCAP Advisory; K-8 parents and community partners)

Mar. 8: OEA (certificated bargaining team)

Mar. 22: Coordinating Council (LCAP Advisory; K-8 parents and community partners)

Mar. 23: Curriculum Committee (K-8 teachers)

Mar. 28: OEA (certificated bargaining team)

Mar. 29: Science Articulation Committee (K-8 teachers for Goal 3)

Mar. 30: Student Leadership (OIS)

Mar. 31: CSEA (classified bargaining team)

Apr. 20: District Leadership Team

Apr. 21: EL Parent Advisory

Apr. 25: District Leadership Team

Apr. 27: Coordinating Council (LCAP Advisory; K-8 parents and community partners)

Apr. 28: Curriculum Committee (K-8 teachers)

May 29: Coordinating Council (LCAP Advisory; K-8 parents and community partners)

Additional LCAP sessions were held this year to ensure teacher voice in the development of the LCAP.

The following LCAP input sessions took place at school site staff meetings:

Mar. 22: Wagner Ranch School

Mar. 24: Del Rey School

Apr. 14: Glorietta School

Apr. 18: OIS School

Apr. 21: Sleepy Hollow School

Overall General Support Needs:

Science Assistance: 64%

Technology: 58%

Mathematics: 48%

Literacy: 28%

LCAP Input Sessions:

Through whole group and small group discussions this year, stakeholders identified areas of focus and actions needed for each of the five goals for 2016-17. All input received from the LCAP Advisory and other LCAP input sessions were charted, discussed, typed, and recorded. The interim superintendent facilitated all stakeholder input sessions and responded in writing to comments received from each of the required committees.

Input from our stakeholders yielded several consistent common themes:

1. Provide equal access to technology support and instruction in all schools.
2. Increase technology support to maintain infrastructure and devices at all sites.
3. Provide math program support for consistent implementation across the district.
4. Continue to develop personalized learning experiences (ie: intervention) for all students at all schools with multiple indicators used to measure student success.
5. Ensure school facilities are well maintained and are safe learning environments. Address temperature in classrooms.
6. Continue to assess and revise Think First program

LCAP Site Staff Sessions with Teachers:

Common areas of focus that were identified at all five sites during the school sites sessions with teachers for LCAP Goals included:

Goal 1: Consistent math instruction across sites; Math specialist training & support; Literacy skills support & resources

Goal 2: More blended learning (personalized learning); Teachers training teachers; Professional development for classified staff

Goal 3: Science support with resources; NGSS FOSS Adoption; Outdoor education resources

Goal 4: Social behavior support skills for students; Lunch time activities for students; Campus supervision (OIS); Classroom temperatures (air-conditioning)

Goal 5: Someone to maintain computer equipment & labs; Additional tech teacher coach support; more devices

Other areas of need identified by teachers:

1. Address substitute shortage
2. Plan for continuing art instruction for 2017-18. (ie: third grade expires in June 2017)
3. More elementary physical education support; Increase specialist time to enhance classroom teacher instruction of required PE minutes
4. Adjustments to classroom climate; air conditioning
5. Teacher training in reading skills development as well as other programs to support struggling readers (ie: Barton, Reading Recovery, Read Naturally, etc)
6. Revive Think First Program; include teachers in training
7. Address site needs for storage; maintain organization of instructional materials
8. Furniture that is adaptive to the changing tools of technology
9. Provide professional learning experiences for teachers that are differentiated for cross grade level collaboration and vertical teams district-wide. Enlist the expertise of teachers within the district to facilitate and share best practices with colleagues. Promote cross school and grade level visitations of programs.

All suggestions above are reflected in this year's LCAP, except for furniture that is adaptive to the changing tools of technology which is reflected in Goal 5 for 2017-18.

On April 21, 2015, EL parents representative of all K-5 schools met together in the Wagner Ranch Library with the EL Specialist and the Interim Superintendent.

EL Parent Input Sessions: Areas of focus for 2016-17 identified were:

1. Keep EL Specialist.
 2. Provide parents with resources and strategies to help students with mastery of English
 3. Expand opportunities for EL students to become part of the community; involve students in 'Others First' and more Think First activities.
 4. Continue with online reading programs at home; Lexia, Raz Kids
- Items #1 and #4 reflected in Goal #1 of the LCAP Plan. Items #2 and 3 are reflected in Goal #4.

The DRAFT LCAP was posted on the district website for public comment on May 13, 2016. A comment email was created and posted on the website for the public to submit comments on the DRAFT LCAP. The public comment period was announced at the May 9 Board Meeting, advertised in the May

By May 31, 2016, one comment with questions and one commendation on sixteen different action items was received. The Superintendent responded to each question and comment with a written response. New information, as a

Superintendent's newsletter, emailed to parent club leaders, and posted on the district website. The public comment period took place between May 13th and May 31st.

On June 13, 2016, a public hearing was held at the regularly scheduled Board Meeting. The website was updated to include the Draft LCAP discussed at the Board Meeting.

The Orinda LCAP was presented for approval at the June 27, 2016 regularly scheduled Board meeting.

- May 13: Receive & respond to public comment through May 31
- June 13: Public Hearing during the OUSD Board meeting
- June 27: Orinda LCAP approved by the Orinda Board of Trustees

result of the Governor's May Revise, resulted in the following changes in calculations during the month of May:

Page 1: Attendance percentage from P-2 Attendance Report to October 2015 Census Day to align with the attendance reports that are pulled for CALPADS, the state accountability system. The percentage for the attendance rate was then adjusted from 96.73% to 96.86%.

Page 1: The unduplicated count percentage was increased from 1% to 1.77% to accurately reflect the percentage of students in this subgroup.

Page 2: The projected supplemental revenue to 2020-21 was increased from \$64,792 to \$69,206 as a result of the Governor's May Revise.

Page 80: The multi-year projected supplemental funding has been revised as a result of the Governor's May Revise.

A public hearing took place at the regularly scheduled Board Meeting on June 13, 2016. There were no additional recommendations for changes from this meeting. The final LCAP was approved at the June 27, 2016 Board Meeting. The adopted LCAP was sent to the Contra Costa County Office of Education on June 28, 2016.

Annual Update:

Beginning in August 2015, principals reviewed the LCAP goals and metrics available to measure progress towards the goals. Metrics available this year for academic progress included baseline data from the first year of state testing for English Language Arts and mathematics, state Science test, and local assessment data. Local assessments include Fountas & Pinnell reading assessments, On-demand writing assessments, and math unit/trimester assessments.

Annual Update:

CAASPP test results and local assessment student data for reading, writing, and mathematics were analyzed by K-5 grade level teachers during long range planning in September and October. Overall CAASPP results, in the first year of implementation exceeded district expectations. Local assessments had been revised for this year to align with the Common Core Standards. The state performance results served as evidence that this alignment and the progress toward the LCAP goals for student achievement are being met.

2015 CAASPP Results: Overall percent of students meeting and exceeding achievement levels

	ELA	Math	Science
Grade 3	88%	89%	-
Grade 4	88%	89%	-
Grade 5	88%	83%	98%
Grade 6	87%	77%	-
Grade 7	86%	80%	-
Grade 8	86%	82%	92%

On November 9, 2015, a timeline of events for developing the Local Control Accountability Plan Annual Update was discussed with the Board and then posted on the District Website. The timeline included stakeholder input sessions, public comment, and a public hearing prior to Board approval of the LCAP to take place at the June 27th Board Meeting. The LCAP was scheduled to be approved at the same meeting as the 2016-17 Budget, per Education Code requirements.

In February, school site parent surveys were reviewed by the district Leadership Team to reflect the eight state priorities. It was determined to keep the same questions as last year in order to compare last year's results to the previous two years of results towards progress. Parent surveys were distributed to all parents by each school site principal during the months of March and April.

The 2015 state assessment data will serve as "baseline" data for analyzing student progress on local assessments as well as comparative data for analyzing student progress on the 2016 state CAASPP results.

The timeline included opportunities during the year for gathering input and communicating with stakeholders. During the months of February, March, April, and May, district staff met with stakeholder groups to report on progress for the current LCAP as well as gather stakeholder input for the LCAP Annual Review. Four (4) Input/feedback sessions took place with the LCAP Advisory (Coordinating Council), two (2) input sessions with OEA (Bargaining Team), one (1) session with EL parents as well as follow up one-on-one sessions with EL parents unable to make the input session, one (1) session with the CSEA executive board (Bargaining Team), one (1) session with student leadership at OIS, and two (2) sessions with Curriculum Committee (teachers). Five (5) additional sessions were added this year (one per school site). A teacher survey on technology and staff development needs took place in Fall 2015 to assess current needs. An additional teacher survey was added in the spring of 2016 to identify priorities for 2016-17.

Each School Site Council analyzed parent survey results and comments pertaining to the eight state priorities. The data indicates there is a consistent and progressive increase in parent satisfaction in the areas of focus when compared to responses received in the previous two years. There has been a collective effort to ensure students are treated with respect, that students feel safe at school, and that families are informed of grade level standards as well as school and district events. These areas, #1, #5, and #6 show a percentage increase in satisfaction while #3 continues to show stability with a slight decrease from 97% in 2015 to 95% this year. Overall, results demonstrate consistent satisfaction when compared to 2015 survey results.

These results reflect parent responses from all five schools: Del Rey, Glorietta, OIS, Sleepy Hollow, and Wagner Ranch.

1. 88% agree: I understand the grade level academic standards for my child. (compared to 80% in 2014 and 86% in 2015)
2. 84% agree: The buildings and grounds are clean and in good condition. (compared to 82% in 2014 and 84% in 2015)
3. 93% agree: My child has access to necessary materials and curriculum. (compared to 88% in 2014 and 94% in 2015)

4. 95% agree: My child is treated with respect and dignity at school. (compared to 91% in 2014 and 97% in 2015)
5. 98% agree: My child feels safe at school. (compared to 95% in 2014 and 96% in 2015)
6. 98% agree: My school keeps me informed on school events and activities. (compared to 96% in 2014 and 97% in 2015)

Through whole group and small group discussions, stakeholders identified areas of progress and accomplishments for the 2015-16 school year. Common themes were identified and shared with groups again at the April meeting sessions. During these March/April sessions, input from our stakeholders yielded several consistent acknowledgments of progress toward goals:

Goal 1: CAASPP results; math instruction; availability of online supplemental programs

Goal 2: Math collaborative meetings; math trainings; differentiated staff development model this year; Blended learning roll-out for personalized learning and intervention; cross school visitations for mathematics and intervention

Goal 3: BaySci Partnership; NGSS FOSS review process; Science notebooking and the hands-on activities this year

Goal 4: Safety projects completed; School calendar process-addition of three staff development days for 2016-17; Student safety committee review process

Goal 5: Purchases of additional devices and mobile carts; working infrastructure; additional tech support; common tech experiences (CTE) process

EL Parent Input on 2015-16 goals: EL parents provided positive feedback on the current services provided to their children. The EL Specialist keeps parents informed of student progress and parents reported that students are making great gains in their fluency and comprehension of English. Parents highlighted improved growth in reading, writing, spelling, mathematics, and especially in their children's progress to read English. All students are using the Lexia and Raz Kids programs at home, and parents reported that students are beginning to use the new mathematics online program, Dreambox. All parents reported improved communication in understanding their child's program. They emphasized that they appreciate the work of the teachers to inform parents of the student activities prior to the lessons taking place in the classroom.

On April 21, 2016, the annual EL Parent Advisory meeting was held with EL parent representation from each elementary school. Parents were invited to report on the progress toward goals set for 2015-16. These goals included the purchase and use of the online reading program, Lexia, and communication about student progress.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	All students, including English Learners, will demonstrate knowledge of the Common Core State Standards (CCSS) by meeting and/or exceeding proficiency levels in core subjects (English Language Arts and Math)		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 10 Local : Specify <u>District Board Goals</u> , <u>Curriculum Plan</u> ; <u>Single School Plans</u>
Identified Need :	To annually increase the percentage of all students who are demonstrating proficiency in English Language Arts (ELA) and Math on the new state assessments		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All students including numerically significant subgroups (Students with disabilities, African American, Asian, Caucasian Filipino, Hispanic, Latino, two or more races) and target subgroups (English Learners, Socioeconomically disadvantaged, Foster Youth).	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	1. All teachers are currently 100% certified, appropriately assigned and fully credentialed in the subject area for the students they are teaching and will be annually maintained. (1a) 2. Every student in the district has sufficient access to standards aligned instructional materials and will continue to have access as evidenced by the annual sufficiency of instructional materials resolution, public hearing, and parent survey satisfaction results (1b) 3. Increase CAASPP ELA and Math achievement levels based on 2015-16 student outcomes. (4a) 4. The percentage of students who move up one level on the CELDT will increase from 55% to 57%, and the reclassification rate for EL students will increase from 28% to 29%. (4d.e) 5. Every student has access to a broad course of study as evidenced by course schedules and student enrollment in courses, including accelerated math courses (7a) as well as programs and services for unduplicated students (7b) and those with exceptional needs (7c).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide training on foster youth data policy and practice as applicable. Provide ongoing consultation to school level staff on foster youth data issues as needed.	District-wide	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental 50.00

2. Continue to provide EL specialist to deliver additional services to identified EL students including administration of the CELDT assessment, student instruction at five sites, communication with classroom teachers and families, reclassification of students, and completion of all state requirements.	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide an EL Specialist four days a week (.80 FTE) 0787 Supplemental: 64% 4203 Title III IM: 5% 9501 Parcel Tax: 31% 1000-1999: Certificated Personnel Salaries \$72,946 <hr/> Provide an EL Specialist four days a week (.80 FTE) 0787 Supplemental: 64% 4203 Title III IM: 5% 9501 Parcel Tax: 31% 3000-3999: Employee Benefits \$30,153
3. Determine indicators of success for English Learners and for students with disabilities.	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	Analyze student progress on CELDT exam, F & P reading assessments, Lexia reading progress reports, CAASPP results, and EL reclassification rates. No additional cost to determine indicators of success 1000-1999: Certificated Personnel Salaries Supplemental \$. 00
4. Continue to provide 1/2 day long range planning (LRP) to analyze student data for each K-5 grade level twice a year.	Elementary Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Schedule Long Range Planning by grade level to analyze CAASPP results; Examine data and intervention plan for struggling students, including targeted subgroups 1000-1999: Certificated Personnel Salaries Base \$ 6,468.00
5. Engage EL parent participation in annual parent meetings for LCAP with EL specialist.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Schedule annual EL Parent Meeting and assess use of online forum. 1000-1999: Certificated Personnel Salaries Supplemental \$ 175.00

6. Provide students with access to online reading support program (Lexia) for practice in vocabulary and reading comprehension.	Elementary Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students w/disabilities</u>	There are currently 100 student seats for 2016-17. Purchase an additional 200 seats for a total of seventy-five (75) seat licenses per school site (\$2,500 per site) 5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$10,000
7. Provide students with access to online mathematics support program (Dreambox).	Elementary Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Four (4) Site licenses 5800: Professional/Consulting Services And Operating Expenditures Lottery \$22,850.00
8. Provide an intervention teacher for students at Glorietta School if a TK program is not located at this school site	Elementary School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities,</u> <u>Numerically Significant Subgroup</u>	1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$42,157 3000-3999: Employee Benefits Mandated Cost Reimbursement Fund \$ 9,843
9. Hire Instructional Math Transition Specialist to support consistent implementation of mathematics (transition support for 1 year only). Evaluate for 2017-18.	Elementary Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated or contracted 1/2 from Mandated Cost Reimbursement Fund 1/2 from Parent Clubs \$95,000

10. Establish Advisory Group to evaluate first year of Block Schedule implementation at OIS.	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)	Meetings and planning sessions - Outside Contract Hours 1000-1999: Certificated Personnel Salaries Base \$2,500.00
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. All teachers are currently 100% certified, appropriately assigned and fully credentialed in the subject area for the students they are teaching and will be annually maintained. (1a) 2. Every student in the district has sufficient access to standards aligned instructional materials and will continue to have access as evidenced by the annual sufficiency of instructional materials resolution, public hearing, and parent survey satisfaction results (1b) 3. Measurable targets will be based on 2016-17 CAASPP data. Students will demonstrate a measurable increase in achievement levels (4a) 4. The percentage of students who meet language proficiency requirements on the new EL Proficiency Exam will serve as a baseline for monitoring student progress. The reclassification rate for EL students will increase from 29% to 30%. (4d.e) 5. Every student has access to a board course of study, as evidenced by course schedules and student enrollment in courses, including accelerated math courses (7a) as well as programs and services for unduplicated students (7b) and those with exceptional needs (7c).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure Common Core and ELD standards are embedded into all Literacy and Math assessments	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	There is no cost to use state assessments. 5000-5999: Services And Other Operating Expenditures Base \$.00
2. Analyze student progress and performance on CAASPP data to growth targets.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	There is no additional cost to analyze state assessments 1000-1999: Certificated Personnel Salaries Base \$.00

3. Implement new EL proficiency exam for English Learner students.	Elementary Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Analyze student progress on new EL proficiency exam, F & P reading assessments, CAASPP results, and EL reclassification rates. No additional cost to determine indicators of success 1000-1999: Certificated Personnel Salaries Supplemental \$. 00
4. Continue Long Range Planning by grade level to analyze CAASPP results and other student data; Examine student data for all students; develop intervention plan for targeted & numerically significant subgroups	Elementary Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1/2 day substitute per teacher 1000-1999: Certificated Personnel Salaries Base \$6,468
5. Assess school intervention models for providing targeted instruction to identified students.	Elementary Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	There is no additional cost to assess intervention models. 1000-1999: Certificated Personnel Salaries Base \$.00
6. Continue to provide EL teacher to deliver additional services to identified EL students. Continue to support and improve services for English Language Learner assessment, reclassification processes and materials	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide an EL Specialist four days a week (.80 FTE) 0787 Supplemental: 64% 4201 Title III LEP: 5% 9501 Parcel Tax: 31% 1000-1999: Certificated Personnel Salaries \$72,946 <hr/> Provide an EL Specialist four days a week (.80 FTE) 0787 Supplemental: 64% 4201 Title III LEP: 5% 9501 Parcel Tax: 31% 3000-3999: Employee Benefits \$30,153

7. Engage EL parent participation in annual parent meetings for LCAP with EL specialist. Create an online webpage and/or forum for EL parents to access information and network with other EL parents.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Schedule annual EL Parent Meeting; Maintain online forum 1000-1999: Certificated Personnel Salaries Base \$ 175.00
8. Monitor and assess math course pathways for acceleration as needed.	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)	There are no increases to staffing costs to operate accelerated math pathways. 1000-1999: Certificated Personnel Salaries Base \$.00
9. Revise Shared Expectations for Reading, Writing, and Mathematics as needed to align with continuing classroom instruction.	Districtwide	<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)	There are no additional staffing costs to revise Shared Expectations. 1000-1999: Certificated Personnel Salaries Base \$.00
10. Evaluate and renew Lexia Reading Program license for reading intervention, as applicable	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with</u> <u>Disabilities.</u> <u>Numerically significant</u> <u>subgroups</u>	Number of licenses for next three years to be determined based on analysis and student progress 5000-5999: Services And Other Operating Expenditures Base \$30,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. All teachers are currently 100% certified, appropriately assigned and fully credentialed in the subject area for the students they are teaching and will be annually maintained. (1a) 2. Every student in the district has sufficient access to standards aligned instructional materials and will continue to have access as evidenced by the annual sufficiency of instructional materials resolution, public hearing, and parent survey satisfaction results (1b) 3. Measurable targets will be based on 2017-18 CAASPP data. Students will demonstrate a measurable increase in achievement levels (4a) 4. Student progress towards language proficiency will be measured according to the baseline data on the 2017-18 EL Proficiency Exam. The reclassification rate for EL students will be maintained at 30%. (4d.e) 5. Every student has access to course schedules and student enrollment in courses, including accelerated math courses (7a) as well as programs and services for unduplicated students (7b) and those with exceptional needs (7c).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Analyze student progress and performance on CAASPP data to growth targets.	Districtwide	<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)	There is no additional cost to analyze state assessments 1000-1999: Certificated Personnel Salaries Base \$.00
2. Continue to provide EL teacher to deliver additional services to identified EL students. Continue to support and improve services for English Language Learner assessment, reclassification processes and materials	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide an EL Specialist four days a week (.80 FTE) 0787 Supplemental: 64% 4201 Title III LEP: 5% 9501 Parcel Tax: 31% 1000-1999: Certificated Personnel Salaries \$72,946 <hr/> Provide an EL Specialist four days a week (.80 FTE) 0787 Supplemental: 64% 4201 Title III LEP: 5% 9501 Parcel Tax: 31% \$30,153

3. Analyze EL proficiency exam results for English Learner students as it pertains to EL services and reclassification.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Assess and compare student progress on new EL proficiency exam, F & P reading assessments, CAASPP results, and EL reclassification rates. No additional cost to determine indicators of success 1000-1999: Certificated Personnel Salaries Supplemental \$.00
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Develop a professional learning plan that will continue to support teachers in the alignment of student learning to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).		Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 4 5 6 _ 7 8 <u>X</u> COE only: 9 10 Local : Specify <u>District Goals</u> , <u>Curriculum Plan</u> , <u>Single School Plans</u>
Identified Need :	Align teaching practices to CCSS & NGSS		
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups:	All students including numerically significant subgroups (Students with disabilities, African American, Asian, Caucasian Filipino, Hispanic, Latino, two or more races) and target subgroups (English Learners, Socioeconomically Disadvantaged, Foster Youth).	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	1. Aligned instructional teaching practices for implementation of the state Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) at all schools as evidenced in annual grade level calendars for units of study and district assessments. (2a, 8) 2. The Standards and Frameworks for ELA/ELD, Mathematics, and Next Generation Science will be embedded in TK-8 staff development. (2b)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1 Continue to support new teachers joining Orinda to complete state teacher induction requirements for maintaining their teaching credential	District-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Seven Mentors Teacher Induction Program participation with CCCOE 1000-1999: Certificated Personnel Salaries Educator Effectiveness Grant \$13,628.00
2. Provide grade level & cross grade level professional learning experiences that include sharing best practices for supporting struggling students, targeted and numerically significant subgroups. Utilize teachers to lead staff development. Include 1/2 day math & science collaboration sessions at least three times during the school year.	Districtwide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher facilitators & participants 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$35,572.00 Substitute Costs 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$9,428.00

3. Continue in-district training, led by coaches, for new teachers and teachers changing grade levels that include a Common Core Standards focus for ELA/HSS, Mathematics, and 21st Century Learning	Districtwide	<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)	Provide August orientations 1000-1999: Certificated Personnel Salaries Base \$815.00
4. Continue to provide training to principals to support teachers in CAASPP analysis and CCSS in their work with all students and parents	Districtwide	<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)	Webinars and regular monthly meetings. There is no additional staffing cost to train principals in CAASPP analysis. 1000-1999: Certificated Personnel Salaries Base \$.00
5. Administer a teacher survey to determine the training needs for ongoing Mathematics coaching and training	Districtwide	<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)	There is no additional staffing cost to administer teacher survey 1000-1999: Certificated Personnel Salaries Base \$.00
6. Evaluate mandated cost reimbursement funding allocations for identified training options as outlined in the Three Year Mandated Cost Reimbursement Plan.	Districtwide	<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)	There is no additional staffing cost to evaluate identified funding needs. 1000-1999: Certificated Personnel Salaries Base \$.00

7. Continue to provide training in reading and writing with a focus on basic reading skills, grammar and word tenses; academic language and vocabulary development; conferring with EL Learners.	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Numerically Significant Subgroups, Students with Disabilities</u>	Provide differentiated training that supports new teachers, teachers changing grade levels, teacher need and expertise. 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$2,000.00
8. Provide ongoing training in mathematics to support new adoptions, K-8.	Districtwide	<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)	Grades K-5 August - November 5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$8,850.00 Grades 6-8 August-April 5800: Professional/Consulting Services And Operating Expenditures \$11,000
9. Implement a plan for classified staff to participate in identified trainings.	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Numerically significant subgroups; Students with disabilities</u>	2000-2999: Classified Personnel Salaries Mandated Cost Reimbursement Fund \$10,000.00
10. Provide training as needed in reading intervention programs as well as personalized learning (Blended Learning) for addressing targeted needs for students.	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Teacher Training (OCH) to support struggling students, targeted & numerically significant subgroups. 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$3,000.00 5800: Professional/Consulting Services And Operating Expenditures Title II \$ 5,000.00

Numerically significant
subgroups, Students
with disabilities

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Aligned instructional teaching practices for implementation of the state Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) at all schools as evidenced in annual grade level calendars for units of study and district assessments. (2a, 8) 2. The Standards and Frameworks for ELA/ELD, Mathematics, and Next Generation Science will be embedded in TK-8 staff development. (2b)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to support new teachers joining Orinda to complete state teacher induction requirements for maintaining their teaching credential	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Induction Program participation with CCCOE based Estimate based on number of new teachers 5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$ 33,000.00
2. Provide staff development for reading and writing through Teachers College Reading and Writing Project.	Districtwide	<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)	Provide differentiated training that supports new teachers, teachers changing grade levels, teacher need and expertise 5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$6,000.00
3. Structure professional learning experiences for teachers to share innovative practices aligned to targeted goals for CCSS, NGSS, Technology, EL strategies and students exceeding grade level standards; Utilize teachers to lead staff development	Districtwide	<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)	Grade level & cross grade level training to support struggling students, targeted & numerically significant subgroups. 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$25,000.00

4. Continue in-district training for new teachers and teachers changing grade levels that include a Common Core Standards focus for ELA/HSS, Mathematics, and Technology 21st Century Learning	Districtwide	<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)	Provide August orientation and ongoing trainings throughout the year. 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$4,000.00
5. Continue to provide training to principals to support teachers implementing CCSS in their work with all students and parents	Districtwide	<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)	Regular monthly meetings. There is no additional staffing cost 1000-1999: Certificated Personnel Salaries Base \$.00
6. Continue to provide ongoing Mathematics coaching and training with the Silicon Valley Math Initiative	Districtwide	<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)	Teachers attend trainings 5800: Professional/Consulting Services And Operating Expenditures Tier III \$5,000
7. Provide training based on identified goals and assessment of need. Conduct a teacher survey for input.	Districtwide	<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)	There is no additional staffing cost to administer teacher survey 1000-1999: Certificated Personnel Salaries Lottery \$.00

8. Continue to provide training as needed in reading instruction as well as personalized learning strategies and programs for addressing targeted needs of students.	Elementary Schools	<u> </u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Students with Disabilities,</u> <u>Numerically significant subgroups</u>	Training to support struggling students, targeted & numerically significant subgroups. 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$2,000.00
9. Coordinate and implement trainings for classified staff.	Districtwide	<u> </u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Numerically significant subgroups; Students with disabilities</u>	2000-2999: Classified Personnel Salaries Mandated Cost Reimbursement Fund \$10,000.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Aligned instructional teaching practices for implementation of the state Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) at all schools as evidenced in annual grade level calendars for units of study and district assessments. (2a, 8) 2. The Standards and Frameworks for ELA/ELD, Mathematics, and Next Generation Science will be embedded in TK-8 staff development. (2b)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to support new teachers joining Orinda to complete state teacher induction requirements for maintaining their teaching credential.	Districtwide	<u>X</u> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)	Teacher Induction Program participation with CCCOE based Estimate based on number of new teachers 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$33,000.00

2. Structure professional learning experiences for teachers to share innovative practices aligned to targeted goals for CCSS, NGSS, Technology, EL strategies and students exceeding grade level standards; Utilize teachers to lead staff development	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Grade level & cross grade level training to support struggling students, targeted & numerically significant subgroups. 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$17,000.00
3. Continue in-district training for new teachers and teachers changing grade levels that include a Common Core Standards focus for ELA/HSS, Mathematics, and Technology 21st Century Learning	Districtwide	<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)	Provide August orientation and ongoing trainings throughout the year 1000-1999: Certificated Personnel Salaries \$2,000.00
4. Coordinate and implement trainings for classified staff.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Mandated Cost Reimbursement Fund \$10,000.00

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

GOAL 3:	All students, including subgroups, will demonstrate knowledge of the Next Generation Science Standards(NGSS) by meeting and/or exceeding proficiency levels in Science			Related State and/or Local Priorities: 1 <u>X</u> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Curriculum Plan</u> , <u>Single School Plans</u>
Identified Need :	To increase student access to inquiry-based Science instruction			
Goal Applies to:	Schools:	All schools		
	Applicable Pupil Subgroups:	All students including numerically significant subgroups (Students with disabilities, African American, Asian, Caucasian Filipino, Hispanic, Latino, two or more races) and target subgroups (English Learners, Socioeconomically Disadvantaged, Foster Youth).		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	1. Every student will have access to adopted materials in Science that will support the district's Science Vision and be aligned to NGSS (1b)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. Continue science K-8 Articulation Committee to implement Science Vision to evaluate inquiry-based programs for student instruction aligned to the Next Generation Science Standards (NGSS), Science & Engineering Practices including project-based learning and environmental literacy.	Districtwide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training and planning sessions - Outside contract hours 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$ 600.00	
2. Continue participation with BaySci and Lawrence Hall of Science for K-8 professional development and guidance for implementing NGSS and Environmental Literacy programs.	Districtwide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher participation 1000-1999: Certificated Personnel Salaries Tier III \$ 5,000.00 K-8 Training and Technical Support 5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$28,000	

3. Complete purchases for NGSS FOSS program.	Elementary Schools Grades K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Complete purchase of complete set of grade level modules for Next Generation FOSS Science Program. 4000-4999: Books And Supplies Mandated Cost Reimbursement Fund \$55,000
4. Complete research and review of Science programs with a focus that also addresses the needs of targeted and numerically significant subgroups.	Districtwide Grades 7-8	<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)	Implement new program 4000-4999: Books And Supplies Mandated Cost Reimbursement Fund \$15,000
5. Provide Parent Education on the Next Generation Science Standards	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)	Teacher Facilitators 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$ 800.00
6. Assess aligned science courses as needed	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)	There is no additional cost to assess alignment of science courses. 1000-1999: Certificated Personnel Salaries Base \$.00

7. Provide a concentrated focus on science terms, academic language and vocabulary development	Districtwide	<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)	Science Notebooks 4000-4999: Books And Supplies Lottery \$ 600.00
8. Enlist science assistance to support the organization, set-up, and replenishment of instructional materials for science lab instruction.	Elementary Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Coordination of science assistance planned for each school site up to \$17,000 per site 2000-2999: Classified Personnel Salaries Parents Club \$68,000.00
9. Implement professional articulation between elementary and secondary programs through cross grade/school visitations.	Grades 4-8	<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)	Substitute costs 1000-1999: Certificated Personnel Salaries \$2,500.00
10. Develop a plan for the expanded use of the district Nature Area as an outdoor education program experience for environmental science	Districtwide	<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)	Projected development planning needed with outside agencies 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000.00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. New assessments will be aligned to NGSS Frameworks, Scientific and Engineering Practices and serve as a baseline for student progress and performance(4a, 8e) 2. Every student will have access to adopted materials in Science that are aligned to NGSS (1b)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue science K-8 Articulation Committee to implement Science Vision to evaluate outdoor education and environmental literacy experiences for student instruction aligned to the Next Generation Science Standards (NGSS).	Districtwide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training and planning sessions - outside contract hours 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$1,000.00
2. Continue participation with BaySci and Lawrence Hall of Science pending funding.	Districtwide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher participation 1000-1999: Certificated Personnel Salaries Tier III \$ 5,000.00
3. Plan for NGSS assessment	Grades K-6	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training 5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$2,000.00

4. Evaluate alignment of science courses to Next Generation Science Framework (NGSS)	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)	There is no additional cost to evaluate alignment of courses 1000-1999: Certificated Personnel Salaries Base \$.00
5. Provide a concentrated focus on science terms, academic language and vocabulary development	Districtwide	<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)	Science Notebooks 4000-4999: Books And Supplies Lottery \$ 500.00
6. Provide Parent Education on the Next Generation Science Standards. Schedule parent nights with a targeted focus for grade levels K/2, 3/5, 6-8.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Facilitators 1000-1999: Certificated Personnel Salaries \$1,800.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Growth will be measured using the new NGSS state assessment results as a baseline for student performance. (4a)			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Analyze baseline NGSS performance assessment results.		Districtwide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost to analyze results 1000-1999: Certificated Personnel Salaries \$.00
2. Provide Parent Education on the Next Generation Science Standards. Schedule parent nights with a targeted focus for grade levels K/2, 3/5, 6-8.		Districtwide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Facilitators 1000-1999: Certificated Personnel Salaries \$1,500.00

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

GOAL 4:	Provide safe and comfortable learning environments that meet the intellectual, social, emotional, and physical needs of Orinda school communities		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 10 Local : Specify <u>District Goals, Master Facilities Plan, Single School Plans</u>
Identified Need :	To ensure that all school sites continue to provide a positive, safe, and comfortable learning environment Identify barriers to on-time attendance for improving school attendance practices to reduce chronic tardies & absences		
Goal Applies to:	Schools: All schools	Applicable Pupil Subgroups: All students including numerically significant subgroups (Students with disabilities, African American, Asian, Caucasian Filipino, Hispanic, Latino, two or more races) and target subgroups (English Learners, Socioeconomically Disadvantaged, Foster Youth).	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	1. School Facilities are maintained in good repair as measured by the Facilities Inspection Report (FIT) (1c) 2. School attendance rates will increase by 0.3% for all schools with lower than 97% attendance rate (5b) 3. Chronic absenteeism rates will decrease at each school by 1%. (5e) 4. Unexcused absences will decrease at each school by 2%. (5b) 5. The middle school drop-out rate will remain at 0%. (5c) 6. The suspension rate will remain at 1% or lower and the expulsion rate will maintain 0% (6a,b) 7. Annual parent school surveys will gather input, measure engagement, school connectedness, and satisfaction (3a, 6c) 8. Parent communication and participation will be integral to school and district programs as measured by parent survey results, attendance at back to school nights and parent education events for all students including unduplicated students (3b) and students with exceptional needs (3c).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to install safety features for playground and address other recommended "stop gap" measures for climate control in classrooms	Districtwide	<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)	"Stop Gap" measures 6000-6999: Capital Outlay Fund 40 - Facilities \$482,000 Playground Safety at elementary sites 6000-6999: Capital Outlay Fund 40 - Facilities \$370,000

2. Monitor and evaluate improvements needed in attendance and tardy rates and develop a communication plan and/or incentives to reach targeted goal of 97%.	Districtwide	<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)	There is no additional cost to research student attendance rates or implement a communication plan. 1000-1999: Certificated Personnel Salaries Base \$.00
3. Provide direct services for students in need of social emotional support and behavioral skills development.	Elementary Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Numerically significant subgroups; Students with disabilities</u>	Provide skilled behaviorist to address individual and small group needs of students on a weekly basis at each site. 1 FTE Certificated or Contracted 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$80,000.00
4. Implement the Speak Up Be Safe Program to all students in first, third, fifth, and sixth grade	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost of Agreement 5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$ 33,150
5. Implement two "culture of student safety" parent workshops at each school site (Fall-parents; Spring-Parents & students) and up to two days of teacher training.	Elementary Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training provided by KidPower 5000-5999: Services And Other Operating Expenditures Mandated Cost Reimbursement Fund \$10,000

6. Continue to communicate progress updates to parents; EL teacher to conference with parents following testing and to provide parents with resources and strategies to help students with mastery of English.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher/parent conferences Expenditures to support these actions can be found in the salary & benefit costs of certificated staff 1000-1999: Certificated Personnel Salaries Base \$.00
7. Implement six (6) mandated reporter trainings (one per site and one at the district office) for all OUSD staff.	Districtwide	<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)	Trainings provided by the Child Abuse Prevention Council at no cost to the district. 5000-5999: Services And Other Operating Expenditures \$.00 Attendance at trainings 2000-2999: Classified Personnel Salaries Mandated Cost Reimbursement Fund \$ 3,000.00
8. Review and research options for expanding the use of specialists for instruction in physical education, primary art, and/or other potential areas of need.	Elementary	<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)	There is no additional cost to review or research potential areas of need. Any costs for implementation will need to be negotiated. 1000-1999: Certificated Personnel Salaries \$.00
9. Research strength-based research based student safety programs to support district focus of developing a "culture of student safety." Plan for implementation in 2017-18.	Districtwide	<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)	Meetings and planning sessions - outside contract hours 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$1,000.00

10. Assess student outcomes from the Think First Program using a parent, teacher, and student survey.	Elementary Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Think First coordination 1000-1999: Certificated Personnel Salaries Base \$ 1,090.00
11. Explore options for providing lunch-time activities for students and expanding opportunities for involving EL students in community based activities.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs to explore options. 1000-1999: Certificated Personnel Salaries \$,00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. School Facilities are maintained in good repair as measured by the Facilities Inspection Report (FIT) (1c) 2. Maintain school attendance rates at 97% or greater.(5a,b) 3. Chronic absenteeism rates will continue to decrease at each school based on 2016-17 data. (5e) 4. The middle school drop-out rate will remain at 0%.(5c) 5. The suspension rate will remain at 1% or lower and the expulsion rate will maintain 0% (6a,b) 6. Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction (3a, 6c) 7. Grade 7 Healthy Kids Surveys will measure engagement. Involvement, and satisfaction. (3a, 6c) 8. Systems for parent communication will be integral to school and district programs for all students including unduplicated students (3b) and students with exceptional needs (3c) as measured by parent survey results, attendance at back to school nights and parent education events. 		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to install safety features for playground and address other recommended "stop gap" measures for climate control in classrooms	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6000-6999: Capital Outlay Fund 40 - Facilities \$482, 000 6000-6999: Capital Outlay Fund 40 - Facilities \$370,000

2. Continue to monitor attendance rates including targeted subgroups for improvement in tardy rates.	Districtwide	<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)	Attendance logs. There is no additional cost to monitor student attendance rates 1000-1999: Certificated Personnel Salaries Base \$.00
3. Implement "culture of student safety" strength-based and research-based student safety program.	Districtwide	<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)	5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$25,000.00
4. Continue to communicate progress updates to parents; EL teacher to conference with parents following testing	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher/parent conferences (Expenditures can be found in the salary & benefit costs of certificated staff) 1000-1999: Certificated Personnel Salaries Supplemental \$.00
5. Administer the CA Healthy Kids Survey.	Grade 7 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)	Implement Survey 5800: Professional/Consulting Services And Operating Expenditures Tobacco-Use Prevention Education \$1,300.00

6. Implement online mandated reporter trainings in small group settings at each school site prior to the sixth week of school.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$.00
7. Provide direct services for students in need of social emotional support and behavioral skills development. Evaluate for 2017-18.	Elementary Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Numerically Significant Subgroups: Students with disabilities</u>	1 FTE Certificated or contracted Mandated Cost Reimbursement Fund \$ 80,000.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. School Facilities are maintained in good repair as measured by the Facilities Inspection Report (FIT) (1c) 2. Maintain school attendance rates at 97% or greater.(5a,b) 3. Chronic absenteeism rates will continue to decrease at each school based on 2017-18 data. (5e) 4. The middle school drop-out rate will remain at 0%.(5c) 5. The suspension rate will remain at 1% or lower and the expulsion rate will maintain 0% (6a,b) 6. Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction (3a, 6c) 7. Grade 7 Healthy Kids Surveys will measure engagement. Involvement, and satisfaction. (3a, 6c) 8. Systems for parent communication will be integral to school and district programs for all students including unduplicated students (3b) and students with exceptional needs (3c).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Plan for developing a funding resource for facility improvements.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Promote community Bond Measure 5800: Professional/Consulting Services And Operating Expenditures Base \$75,000

		<u>_ Other Subgroups:</u> (Specify)	
2. Continue to monitor attendance rates including targeted subgroups for improvement in tardy rates.	Districtwide	<u>_ All</u> 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with</u> <u>Disabilities.</u> <u>Numerically significant</u> <u>subgroups</u>	Attendance logs. There is no additional cost to monitor student attendance rates 1000-1999: Certificated Personnel Salaries \$.00
3. Implement six (6) mandated reporter trainings (one per site and one at the district office) for all OUSD staff.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Trainings provided by the Child Abuse Prevention Council at no cost to the district. 5800: Professional/Consulting Services And Operating Expenditures \$.00

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

GOAL 5:	Provide every student with a 21st century educational experience to meet the needs of a global society.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify <u>District Goals</u> , <u>Curriculum Plan</u> , <u>Technology Plan</u>
Identified Need :	To ensure that all students can demonstrate a range of functional and critical thinking skills related to information, media, and technology.		
Goal Applies to:	Schools: All schools		
	Applicable Pupil Subgroups:	All students including numerically significant subgroups (Students with disabilities, African American, Asian, Caucasian Filipino, Hispanic, Latino, two or more races) and target subgroups (English Learners, Socioeconomically Disadvantaged, Foster Youth).	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	1. Technology Plan actions for 2016-17 will be completed as evidenced by every student having sufficient access to online materials (1b), English learners having access to online programs that address the ELA/ELD standards (2b), and parental involvement in the decision making process for technology support (3a) at each site. 2. Student use of technology will be evident in all classrooms (7a) 3. Identified students will move two levels in reading performance as a result of web-based intervention programs. (2b, 8a)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Upgrade core network infrastructure and wireless network to ensure sufficient connectivity for instruction and assessment	Districtwide	<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)	6000-6999: Capital Outlay Fund 40 - Facilities \$750,000
2. Continue to implement age appropriate lessons for digital citizenship	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost to evaluate & revise lessons 1000-1999: Certificated Personnel Salaries \$.00

4. Evaluate online access to identified instructional resources as developed by district committees	Districtwide	<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)	There is no additional cost to evaluate online implementation 1000-1999: Certificated Personnel Salaries Base \$.00
5. Revise K-8 grade level shared experiences (expectations) as needed to support student proficiency with technology	Districtwide	<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)	There is no additional cost to revise grade level shared experiences. 1000-1999: Certificated Personnel Salaries Base \$.00
6. Continue to engage students in project-based Learning (PBL)	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost to engage students in PBL. 1000-1999: Certificated Personnel Salaries Base \$.00
7. Improve the keyboarding skills for students using current resources	Grades 3-8	<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)	Typing program renewal 5000-5999: Services And Other Operating Expenditures Lottery \$ 400.00

8. Provide communication and outreach to parents regarding common technology experiences (CTE).	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost to communicate with parents. 1000-1999: Certificated Personnel Salaries Base \$.00
9. Continue to provide assistive technology to special education students as identified in their IEP goals. Ensure deployment is a priority.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with</u> <u>Disabilities</u>	Provide as needed for EL students and as identified for special education students in their IEP 5000-5999: Services And Other Operating Expenditures Special Education \$ 25,000
10. Implement Lexia Reading for struggling students including EL students both at school and at home.	Elementary Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(See Goal 1 #6 for cost through 2017)
11. Provide additional technology support by adding .40 to the Director of Technology position to create a full time position.	Districtwide	<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)	2000-2999: Classified Personnel Salaries Mandated Cost Reimbursement Fund \$72,000

12. To meet the demands for increasing student data and digital program needs, provide five hours per week of additional assistive technology support.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Mandated Cost Reimbursement Fund \$ 10,000.00
13. Hire Instructional Technology Integration Specialist to support consistent integration of technology districtwide. (transition support for 2 years only)	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated or contracted 1/2 from Mandated Cost Reimbursement Fund 1/2 from Parent Clubs \$95,000.00
14. Re-image student computers and reconfigure ipads,	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Work to be performed by two technicians during Summer 2016. 2000-2999: Classified Personnel Salaries Mandated Cost Reimbursement Fund \$ 20,000.00
15. Provide Tier 1 Technology Support to provide direct assistance for maintaining equipment and completing tech support requests. Evaluate for 2017-18.	Elementary Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	16-19 hours of direct assistance up to \$17,000 per site 2000-2999: Classified Personnel Salaries Parents Club \$ 68,000.00

16. Provide Tier II Technology Support to ensure successful configuration and deployment of devices across the district.	Districtwide	<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)	Up to 24 hours per week 5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$ 49,920.00
17. Develop a new Technology Plan for 2017-2020 (3 years) and submit for state approval. (Current plan expires in June 2017).	Districtwide	<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)	OTAC Committee - Outside Contract Hours 1000-1999: Certificated Personnel Salaries Base \$ 2,000.00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Student use of technology will be evident in all classrooms (7a) 2. Identified students will continue to move two levels in reading performance (2b 8a)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to upgrade infrastructure to ensure sufficient connectivity for instruction and assessment	Districtwide	<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)	Upgrades to be determined 6000-6999: Capital Outlay Fund 40 - Facilities TBD
2. Give careful consideration to the appropriate technologies for instruction and assessment. Determine student to device ratio in grades K-8.	Districtwide	<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)	Assessment of Tech Plan priorities in process 5000-5999: Services And Other Operating Expenditures Fund 40 - Facilities TBD
3. Continue to implement age appropriate lessons for digital citizenship	Districtwide	<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)	There is no additional cost to implement lessons. 1000-1999: Certificated Personnel Salaries Base \$.00

4. Evaluate revised K-8 grade level common tech experiences (CTE) for students to become proficient when working with technology	Districtwide	<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)	There is no additional cost to evaluate grade level shared experiences 1000-1999: Certificated Personnel Salaries Base \$.00
5. Analyze and evaluate keyboarding skills programs; Renew or revise licenses for typing programs as needed	Grades 3-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost for renewal or replacement of programs: 5000-5999: Services And Other Operating Expenditures Lottery \$600.00
6. Continue with additional .40 FTE Director of Technology position to create a full time position. Evaluate for 2017-18.	Districtwide	<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)	2000-2999: Classified Personnel Salaries Mandated Cost Reimbursement Fund \$72,000
7. Provide additional technology support by adding .40 to the Director of Technology position to create a full time position.	Districtwide	<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)	2000-2999: Classified Personnel Salaries Mandated Cost Reimbursement Fund \$10,000.00

8. Provide Instructional Technology Integration Specialist to support consistent integration of technology districtwide. Evaluate for 2017-18.	Districtwide	<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)	Certificated or contracted 1/2 from Mandated Cost Reimbursement Fund 1/2 from Parent Clubs \$95,000.00
9. Provide Tier II Technology Support to ensure successful configuration and deployment of devices across the district.	Districtwide	<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)	Up to 24 hours per week 5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$ 49,920.00
10. Develop a plan for addressing the furniture needs for students and staff that is adaptive to the changing tools of technology.	Districtwide	<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)	There is no additional cost to develop a plan. 1000-1999: Certificated Personnel Salaries \$.00

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

1. Student use of technology will be evident in all classrooms (7a)
2. Identified students will continue to move two levels in reading performance (2b 8a)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide additional technology support by adding .40 to the Director of Technology position to create a full time position.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Up to 24 hours per week 2000-2999: Classified Personnel Salaries Mandated Cost Reimbursement Fund \$ 10,000.00
2. Provide Tier II Technology Support to ensure successful configuration and deployment of devices across the district.	Districtwide	<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)	5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$49,920.00
3. Address the furniture needs for students and staff that is adaptive to the changing tools of technology as outlined in a pre-developed plan.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Costs and funding source to be determined.

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	By 2016-17, all students, including English Learners, will demonstrate knowledge of the Common Core State Standards (CCSS) by meeting and/or exceeding proficiency levels in core subjects (English Language Arts and Math)		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>District Board Goals</u> , <u>Curriculum Plan</u> ; <u>Single School</u> <u>Plans</u>	
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All students including numerically significant subgroups (Students with disabilities, African American, Asian, Caucasian Filipino, Hispanic, Latino, two or more races) and target subgroups (English Learners, Socioeconomically disadvantaged, Foster Youth).		
Expected Annual Measurable Outcomes:	1. All teachers are currently 100% certified, appropriately assigned and fully credentialed in the subject area for the students they are teaching and will be annually maintained. (1a) 2. Every student in the district has sufficient access to standards aligned instructional materials and will continue to have access as evidenced by the annual sufficiency of instructional materials resolution, public hearing, and parent survey satisfaction results (1b) 3. Beginning in 2015-16, growth will be measured using the CASSPP state assessment results. Increase CAASPP ELA and Math based on baseline data. (4a) 4. English learners will move up one language level on the CELDT towards reclassification. (4d.e.) 5. Every student has access to a broad course of study, as evidenced by course schedules and student enrollment in courses, including accelerated math courses (7a) as well as programs and services for unduplicated students (7b) and those with exceptional needs (7c).		Actual Annual Measurable Outcomes:	1. The district continued to maintain 100% for currently certified teachers. 2. A public hearing was held on October 12 and a resolution was signed declaring the sufficiency of standards aligned instructional materials. 3. The initial CAASPP data was analyzed and will serve as baseline data for measuring student progress in 2016-17. 4. 55% of our English learners moved up one level on the CELDT, and 28% of English Learners were reclassified. 5. 100% of students had access to a broad course of study. An average of 44% of OIS students took an accelerated math course this year (6th - 49.29%, 7th - 45.09%, 8th - 40.45%)

LCAP Year: 2015-16

LCAP Year: 2015-16						
Planned Actions/Services				Actual Actions/Services		
		Budgeted Expenditures				Estimated Actual Annual Expenditures
1. Provide each classroom and special education teacher with a copy of the CCSS Frameworks for English Language Arts and Mathematics when they are published by CDE.		Purchase ELA & Math Frameworks. 4000-4999: Books And Supplies Lottery \$4, 500.00		The CDE is not publishing the frameworks for purchase at this time. Therefore the frameworks were made available to teachers through Constant Contact, the Symbaloo Teacher Page, email, and referenced during trainings.		ELA/Mathematics Frameworks 4000-4999: Books And Supplies Base \$.00
Scope of Service	District-wide			Scope of Service	District-wide	
<u>X All</u>				<u>X All</u>		
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)		
2. Analyze CAASPP baseline data to determine measurable targets.		There is no additional cost to analyze data 1000-1999: Certificated Personnel Salaries \$.00		The CDE provided a database for reviewing student, grade level, site, and district results. The district online reporting system provided student level data on CAASPP as well as local assessments for determining student intervention needs as well as measurable goals and targets for reading, writing,and mathematics.		On-line reporting system
		On-line reporting system 5800: Professional/Consulting Services And Operating Expenditures Base \$ 2,529.00				1000-1999: Certificated Personnel Salaries \$.00
						5000-5999: Services And Other Operating Expenditures Base \$2,529.00
Scope of Service	District-wide			Scope of Service	District-wide	
<u>X All</u>				<u>X All</u>		
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)		

3. Implement extended day Kindergarten at four elementary schools. Evaluate schedule implementation in Spring 2016.		Lunch/recess supervision up to 45 minutes at 4 schools. 2000-2999: Classified Personnel Salaries Base \$ 39,340.00	Extended Day Kindergarten was implemented at four elementary schools. A report on the first year of implementation was presented to the Board on May 9, 2016.	Lunch/recess supervision up to 45 minutes at 4 schools. 2000-2999: Classified Personnel Salaries Base \$25,432.00
Scope of Service	Elementary Schools		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				
4. In Sept. 2015, schedule Long Range Planning by grade level to analyze CAASPP results and other student data; Examine student data for all students; develop intervention plan for targeted & numerically significant subgroups		1/2 day substitute per participating grade level teacher 1000-1999: Certificated Personnel Salaries Base \$6,468	Each elementary school grade level met in the Fall for Long Range Planning. Due to a shortage of substitutes, the 1/2 day long range planning for the remainder of the year was modified at some sites and took place on staff development days on March 7 and April 15.	1/2 day substitute per participating grade level teacher 1000-1999: Certificated Personnel Salaries Base \$ 5,480.00
Scope of Service	Elementary Schools		Scope of Service	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Numerically significant subgroups</u>				

<p>5. Implement school intervention models to provide targeted instruction to identified students.</p>	<p>Cost estimate only based on final determination of need for Instructional assistant support if applicable 2000-2999: Classified Personnel Salaries Base \$19,870.00</p>	<p>Reading: Expanded licenses were purchased. (100 additional for a total of 300 licenses; New licenses for Math were purchased for four elementary sites</p> <p>TK teachers provided intervention support at three elementary schools. Classroom teachers at DR developed a schedule to provide direct support to students through a skill-based flexible grouping rotation during early/late bird sessions. The posting to fill an IA position for intervention at GL was in place all year, with no applications.</p> <p>The Rtl committee, (with teachers representing all sites) held four meetings, identified best practices for intervention, and developed a professional development plan for personalized (blended) learning that was presented to all teachers on January 25.</p> <p>Twenty four (24) teachers enrolled in the Alvo Institute Blended Learning course.</p>	<p>Lexia Reading; Math Dreambox 4000-4999: Books And Supplies Lottery \$11,802</p> <p>Rtl Meetings 1000-1999: Certificated Personnel Salaries Tier III \$1,100.00</p> <p>Coursework funded through Rogers Family Foundation Grant 5800: Professional/Consulting Services And Operating Expenditures Other \$ 9,000.00</p>
<p>Scope of Service</p> <p>Elementary Schools</p> <hr/> <p>_ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities; numerically significant subgroups</u></p>		<p>Scope of Service</p> <p>Elementary Schools</p> <hr/> <p>_ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities; numerically significant subgroups</u></p>	

6. Continue to provide EL specialist (.80 FTE) to deliver additional services to identified EL students including administer assessments, provide instruction, communicate with classroom teachers and families, reclassify students, and complete all state requirements	Provide an EL Specialist four days a week (.80 FTE) 0787 Supplemental: 61% 4201 Title III LEP: 11% 4203 Title III IM: 3% 9501 Parcel Tax: 25% 1000-1999: Certificated Personnel Salaries \$71,167 <hr/> Provide an EL Specialist four days a week (.80 FTE) 0787 Supplemental: 61% 4201 Title III LEP: 11% 4203 Title III IM: 3% 9501 Parcel Tax: 25% 3000-3999: Employee Benefits \$29,057	In 2015-16, the EL Specialist administered the CELDT to 67 students, and served 33 students at 5 sites, reclassified 6 students, held 10 parent conferences, LCAP parent meetings, and was a member of each school's Student Study & IEP Teams for a total of 10 students	0787 Supplemental: 64% 4203 Title III IM: 5% 9501 Parcel Tax: 31% 1000-1999: Certificated Personnel Salaries \$71,167 <hr/> 0787 Supplemental: 64% 4203 Title III IM: 5% 9501 Parcel Tax: 31% 3000-3999: Employee Benefits 29,057
<div> <div>Scope of Service</div> <div>District-wide</div> </div> <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<div> <div>Scope of Service</div> <div>District-wide</div> </div> <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7. Engage EL parent participation in annual parent meetings for LCAP with EL specialist. Create an online webpage and/or forum for EL parents to access information and network with other EL parents.	Schedule annual EL Parent Meeting and create online communication webpage 1000-1999: Certificated Personnel Salaries Base \$ 165.00	Seven parents met on April 21, 2016 in the Wagner Ranch Library. The EL Specialist met with other parents individually who were unable to make the meeting.	EL Parent Meeting 1000-1999: Certificated Personnel Salaries Base \$180.00
<div> <div>Scope of Service</div> <div>Districtwide</div> </div> <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth		<div> <div>Scope of Service</div> <div>Districtwide</div> </div> <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
8. Monitor and assess math course pathways for acceleration as needed.		There are no increases to staffing costs to operate accelerated math pathways. 1000-1999: Certificated Personnel Salaries Base \$.00	A presentation on the middle school math courses was provided to the Board on February 8, 2016.		There were no increases to staffing costs to operate accelerated math pathways. 1000-1999: Certificated Personnel Salaries Base \$.00
Scope of Service	Middle School		Scope of Service	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)			<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)		
9. Implement K-8 Shared Expectations in all classrooms for reading and writing. Continue to align Shared Expectations for mathematics.		Expenditures to support these actions can be found in the salary benefit & operating expenditures of the district's general fund budget: There is no additional cost to implement Shared Expectations. 1000-1999: Certificated Personnel Salaries Base \$.00	The K-8 Shared Reading and Writing Expectations were reviewed at the beginning of the year at each site by the principal and/or curriculum committee members. Given this was the first year of the new math adoption, revisions to the mathematics expectations have been postponed until 2017-18.		There is no additional cost to implement shared expectations. 1000-1999: Certificated Personnel Salaries Base \$.00
Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input 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)		

10. Revise and implement grade level assessment calendars aligned to CCSS Units of Study for Reading, Writing, and Mathematics.		Teacher facilitator stipends 1000-1999: Certificated Personnel Salaries Base \$ 500.00	During the month of April 2015, grade level teacher reps from each elementary school met to revise the Units of Study calendar for 2016-17. Reps gathered additional feedback from colleagues at each site. The scope and sequence for mathematics was completed during grade level math collaborative sessions held in March and April. Due to scheduling of other programs, these sessions were held during the regular school day instead of using teacher facilitators outside contract hours. Draft calendars were finalized in May 2016 for the 2016-17 school year and will be reviewed again in August 2016.	Substitute costs for 1/2 day sessions 1000-1999: Certificated Personnel Salaries Tier III \$1,644.00
Scope of Service	Districtwide		Scope of Service	Elementary
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input 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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		1. Goal: The original description for Goal 1 included a target date of "by 2016-17." This date will be removed from the Goal 1 Description to align with the three year plan for the LCAP moving forward. 2. A focus on training for personalized learning (blended learning) will replace the Rtl model for intervention and will be reflected in Goal 2 for the 2016-17 LCAP.		

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

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

Original GOAL 2 from prior year LCAP:	Develop a professional learning plan that will continue to support teachers in the alignment of student learning to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>District Goals</u> , <u>Curriculum Plan</u> , <u>Single School Plans</u>	
Goal Applies to:	Schools:	All schools		
	Applicable Pupil Subgroups:	All students including numerically significant subgroups (Students with disabilities, African American, Asian, Caucasian Filipino, Hispanic, Latino, two or more races) and target subgroups (English Learners, Socioeconomically Disadvantaged, Foster Youth).		
Expected Annual Measurable Outcomes:	1. Aligned instructional teaching practices for implementation of the state Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) at all schools as evidenced in annual grade level calendars for units of study and district assessments. (2a, 8) 2. The revised ELA/ELD Standards and Frameworks will be embedded in TK-8 staff development.(2b)		Actual Annual Measurable Outcomes:	1. In preparation for the 2016-17 school year, grade level calendars for Reading and Writing were developed on April 15, 2016 and revised in June 2016. The scope and sequence for mathematics was developed in June 2016, revised in August 2016, and continually reviewed and revised each trimester during grade level math collaboration meetings. All grade levels are using a common assessment calendar for Reading, Writing, and Mathematics. 2. The ELA/ELD Frameworks were introduced at Curriculum Committee, through Constant Contact and were used in conjunction with the reading and Writing Institutes for new teachers.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Continue to support new teachers joining Orinda to complete state (TIP) teacher induction program requirements for maintaining their teaching credential.	Mentor Stipends (based on projection of 7 mentors),Trainings, Substitutes 1000-1999: Certificated Personnel Salaries Base \$15,855	Completed: There was an increase in new teachers hired resulting in 12 new teachers requiring support. Five (5) teachers are in their first year, and seven (7) teachers are in their second year of teaching. Stipends were paid to 12 teacher mentors. The state provided a new Educator Effectiveness grant to support the cost of TIP through 2017.	TIP Support Providers 1000-1999: Certificated Personnel Salaries Educator Effectiveness Grant \$26,438	

Scope of Service	District-wide		Scope of Service	District-wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
2. Continue to provide staff development for reading and writing through Teachers College Reading and Writing Project. Provide classroom and resource teachers with training in the new state ELA/ELD with a focus on grammar and word tenses; academic language and vocabulary development; conferring with EL Learners.	Provide differentiated training that supports new teachers, teachers changing grade levels, teacher need and expertise. 5800: Professional/Consulting Services And Operating Expenditures Other \$ 14,000.00		Completed: Twenty (20) teachers participated in the OUSD Reading Institute and Symposium held on 4 Saturdays with in-class coaching support between Nov.-April.		Columbia Trainer 5800: Professional/Consulting Services And Operating Expenditures Tier III \$13,500 1000-1999: Certificated Personnel Salaries Tier III \$9,805.00
Scope of Service	Districtwide		Scope of Service	Grades K-6	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
3. Structure professional learning experiences for teachers to share innovative practices aligned to targeted goals for CCSS, NGSS, Technology, EL strategies and students exceeding grade level standards; Utilize teachers to lead staff development	Grade level & cross grade level professional learning that includes Orinda teachers sharing best practices for supporting struggling students, targeted & numerically significant subgroups. 1000-1999: Certificated Personnel Salaries \$25,572.00		Completed: Fifty-five (55) teachers facilitated workshops for colleagues Science - 17 Teacher Facilitators: Technology: 14 Teachers: CCSS-CAASPP: 10 Facilitators:		Outside Contract Hours 1000-1999: Certificated Personnel Salaries Tier III \$7,800 3000-3999: Employee Benefits \$1,105 1/2 day substitute costs 1000-1999: Certificated Personnel Salaries Tier III \$ 685.00

Scope of Service	Districtwide		Scope of Service	Districtwide	
X All			X All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
4. Continue in-district training, led by coaches, for new teachers and teachers changing grade levels that include a Common Core Standards focus for ELA/HSS, Mathematics, and 21st Century Learning	Expenditures to support these actions can be found in the salary benefit & operating expenditures of the district's general fund budget. 1000-1999: Certificated Personnel Salaries Other \$815.00		Completed: Provided August orientation to nine (9) teachers. Two District coaches provided ongoing classrooms and coaching support.	Expenditures to support these actions can be found in the salary benefit & operating expenditures of the district's general fund budget. There was no additional cost. 1000-1999: Certificated Personnel Salaries Base \$.00	
Scope of Service	Districtwide		Scope of Service	Districtwide	
X All			X All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
5. Continue to provide training to principals to support teachers implementing CCSS in their work with all students and parents	Monthly administration trainings. 5800: Professional/Consulting Services And Operating Expenditures Other \$ 500.00		Training Topics: CAASPP - Data analysis: 8/31 Mandated Reporting: 9/16 Workplace Safety: 9/28 Vertical Team Building: 11/30 CAASPP 2016: 2/22 Active Violence Prevention: 3/9 LCAP: 3/28	Trainings provided during regularly scheduled monthly Leadership Team training dates with no additional cost for these trainings 5800: Professional/Consulting Services And Operating Expenditures \$.00	

Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
6. Continue to provide ongoing Mathematics coaching and training for new Math adoptions and with the Silicon Valley Math Initiative		Annual Participation 5800: Professional/Consulting Services And Operating Expenditures Base \$ 5,000.00	Math Expressions training: Aug. 20, Feb. 29, Mar. 1: 45 teachers SVMI: 6 teachers Grade level trainings: Oct, Dec., Jan. Mar. Apr. 42: teachers		5800: Professional/Consulting Services And Operating Expenditures Base \$ 5,000.00 Elementary Math Expressions - 3 outside consultants 5800: Professional/Consulting Services And Operating Expenditures Tier III \$10,000 Outside contract hours: 32 teachers 1000-1999: Certificated Personnel Salaries Title III \$2,748.00 Substitute Costs 1000-1999: Certificated Personnel Salaries Tier III \$8,200.00
Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input 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)		

7. Provide summer training opportunities in Math, Science, and Technology including the use of data management tools for assessment and analysis of student achievement progress as outlined in the Curriculum & Technology Plans	1000-1999: Certificated Personnel Salaries Other \$ 17, 275.00	Summer 2015 trainings <ul style="list-style-type: none"> • CCSS-/Math: 42 Teachers • Science - 17 Teachers • Technology: 46 Teachers: Summer 2016 Trainings Science: 7 teachers	Outside Contract Hours 1000-1999: Certificated Personnel Salaries Title II \$19,184.00
<div>Scope of Service</div> <div>Districtwide</div> <hr/> <div>X All</div> <div>OR:</div> <div> <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) </div>		<div>Scope of Service</div> <div>Districtwide</div> <hr/> <div>X All</div> <div>OR:</div> <div> <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) </div>	
8. Provide training in student intervention for addressing targeted needs for students at different levels (Tier 1 and Tier II)	Orinda teacher facilitators 1000-1999: Certificated Personnel Salaries Other \$. 1,800.00	Five (5) Teacher facilitators - staff development days: Jan. 25. Mar. 7	1000-1999: Certificated Personnel Salaries Tier III \$1,300.00 3000-3999: Employee Benefits Tier III \$ 184.00
<div>Scope of Service</div> <div>Elementary Schools</div> <hr/> <div>_ All</div> <div>OR:</div> <div> <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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u> </div>		<div>Scope of Service</div> <div>Elementary Schools</div> <hr/> <div>_ All</div> <div>OR:</div> <div> <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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u> </div>	
9. Provide training in the use of data management tools for assessment and analysis of student achievement, including the new state assessment resources.	Teacher trainings 1000-1999: Certificated Personnel Salaries Tier III \$2,500.00	Jan. 7 CCSS-CAASPP: 10 Facilitators: Jan 25 All teachers Grades 3-8 Apr 11 DR Apr 12 WR Apr. 15 GL, SH	1000-1999: Certificated Personnel Salaries Tier III \$1,514.00

Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input 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)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		1. Moving forward, expenditures for professional development will be funded through one time mandated cost reimbursement funds. All other one time funding sources are no longer available. The Educator Effectiveness Grant will support the Teacher Induction Program for 2016-17 only. The two subsequent years for the new teacher program will be funded with mandated cost reimbursement funds.			

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

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

Original GOAL 3 from prior year LCAP:	By 2016-17 all students, including subgroups, will demonstrate knowledge of the Next Generation Science Standards(NGSS) by meeting and/or exceeding proficiency levels in Science		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Curriculum Plan</u> , <u>Single School Plans</u>	
Goal Applies to:	Schools:	All schools		
	Applicable Pupil Subgroups:	All students including numerically significant subgroups (Students with disabilities, African American, Asian, Caucasian Filipino, Hispanic, Latino, two or more races) and target subgroups (English Learners, Socioeconomically Disadvantaged, Foster Youth).		
Expected Annual Measurable Outcomes:	1. Growth will be measured using the CASSPP Science results in Grades 5 & 8 (4a, 8a)) 2. Curriculum Plan actions for Science will be completed (2a) 3. Adopted materials in Science will be aligned to NGSS (1b)		Actual Annual Measurable Outcomes:	1. Student scores on the CAASPP showed an increase in fifth grade from 97% to 98% and a slight decrease in eight grade from 94% to 92%. No students in either grade scored in the far below basic category. 2. All Curriculum Plan actions for Science were completed and reviewed by the Science Articulation Committee on March 29, 2016 3. An adoption of Next Generation FOSS was approved by the Board for K-6 on May 9, 2016.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Continue science K-8 Articulation Committee to implement Science Vision which includes an inquiry-based model of student instruction aligned to the Next Generation Science Standards (NGSS), Science & Engineering Practices.	Three training and planning sessions 1000-1999: Certificated Personnel Salaries Base \$1,530.00	The K-8 Science Articulation Committee, comprised of 15 members, met four times this year.	After school meetings Outside Contract Hours 1000-1999: Certificated Personnel Salaries Tier III \$686.00	

Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
2. Continue participation with BaySci and Lawrence Hall of Science for K-8 professional development, parent education, and guidance for implementing the Science Vision.	Teacher participation 1000-1999: Certificated Personnel Salaries Tier III \$19,500.00		The BaySci Partnership provided the following technical support this year: 1 Summer Institute 3 District Seminars 2 District Planning Mtgs 1 Parent Ed Night - Feb. 10 OIS Trainings 1 Planning with BaySci Teachers 1 Orinda Summer Institute	Teacher participation outside contract hours 1000-1999: Certificated Personnel Salaries Tier III \$6,300.00 5800: Professional/Consulting Services And Operating Expenditures Tier III \$19,500.00	
Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
3. Update current adopted FOSS program to align with NGSS. Pilot implementation of Next Generation FOSS materials as the materials become available.	Purchase revised FOSS Kits 4000-4999: Books And Supplies Tier III \$18,000		Purchases to support teachers participating in the pilot took place throughout the year. An initial purchase of FOSS Kits took place in May 2016 to ensure all grade levels had materials for the beginning of the school year.	Pilot and review K-6 4000-4999: Books And Supplies Tier III \$23,043.00	

Scope of Service	Elementary Schools Grades K-3		Scope of Service	Elementary Schools Grades K-3	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
4. Research and plan for adoption of new Science Program aligned to NGSS with a focus that also addresses the needs of targeted and numerically significant subgroups.	Pilot & adoption implementation 4000-4999: Books And Supplies Tier III \$25,000.00		An adoption of Next Generation FOSS was approved for K-6 on May 9, 2016. See notes at the bottom of this section for grades 7, 8.	K-6 adoption 4000-4999: Books And Supplies Mandated Cost Reimbursement Fund \$37,386.00	
Scope of Service	District-wide Grades 4-8		Scope of Service	District-wide Grades 4-6	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
5. Provide Parent Education on the Next Generation Science Standards. Schedule parent nights with a targeted focus for grade levels K/2, 3/5, 6-8.	Schedule parent nights with a targeted focus for grade levels K/2, 3/5, 6-8 1000-1999 Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures Base \$ 800.00		A formal education night took place on February 10 for parents of students in grades 5-8. The parent night was held at OIS. See notes at the bottom of this section for grades K-4.	1000-1999: Certificated Personnel Salaries Tier III \$320.00 Parent Night included in BaySci Technical Support with no additional cost to the district. 5800: Professional/Consulting Services And Operating Expenditures \$.00	
Scope of Service	Districtwide		Scope of Service	Grades 5-8	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		

Page 66 of 73

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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ol style="list-style-type: none"> 1. Goal: The original description for Goal 1 included a target date of "by 2016-17." This date will be removed from the Goal 1 Description to align with the three year plan for the LCAP moving forward. 2. NGSS Science program materials for Grades 7 and 8 have not yet been finalized by publishers to align with the NGSS standards, however, they are expected to be available for review next year. Middle School teachers will spend next year reviewing the new materials as they become available. 3. Grade level teachers provided information to parents on NGSS at Back to School Night. School sites also had Science Fairs. Additional grade level specific education nights will be planned for the 2017-18 school year once full implementation of NGSS with the state assessments is underway.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 4 from prior year LCAP:	Provide safe and comfortable learning environments that meet the intellectual, social, emotional, and physical needs of Orinda school communities		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>District Goals, Master Facilities Plan, Single School Plans</u>	
Goal Applies to:	Schools:	All schools		
	Applicable Pupil Subgroups:	All students including numerically significant subgroups (Students with disabilities, African American, Asian, Caucasian Filipino, Hispanic, Latino, two or more races) and target subgroups (English Learners, Socioeconomically Disadvantaged, Foster Youth).		
Expected Annual Measurable Outcomes:	1. School Facilities are maintained in good repair as measured by the Facilities Inspection Report (FIT) (1c) 2. Maintain school attendance rates at 97% or greater.(5a,b) 3. The chronically tardy rate will decrease at each school by 3%. (5e) 4. The middle school drop-out rate will remain at 0%.(5c) 5. The suspension rate will remain at 1% or lower and the expulsion rate will maintain 0% (6a,b) 6. Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction (3a, 6c) 7. Grade 7 Healthy Kids Surveys will measure engagement, involvement, and satisfaction. (3a, 6c) 8. Systems for parent communication will be integral to school and district programs (4a) for all students including unduplicated students (3b) and students with exceptional needs (3c).		Actual Annual Measurable Outcomes:	1. The Facilities Inspection Report was completed in Dec. 2015 and reviewed by Auditors in April 2016. The FIT determined the facilities are maintained and are in good repair. 2. School attendance rates showed a slight decrease of .25% from 2014-15 at 97.11% to 96.86% for 2015-16. 3. The chronically tardy rate was unable to be determined due to attendance software limitations. 4. The middle school drop-out rate remained at 0%. 5. The suspension rate remained below 1% and the expulsion rate remained at 0. 6. Annual parent school surveys were consistent as in previous years. (see Stakeholder Input pages for comparative results) 7. Grade 7 Healthy Kids Surveys were presented to the Board on April 25, 2016. 85% of Grade 7 students reported meaningful participation (engagement) at school, 81% are involved in activities, and 84% reported satisfaction that the school is a supportive and inviting place for students to learn. 8. Parent survey results indicated a 98% satisfaction rate in school and district communication which is an increase from 97% in 2015 and 96% in 2014. Information was provided to parents through constant contacts, Weekly school E-news, additional Stakeholder Input Meetings, and through the Superintendent Search Process. A new webpage to update the community on construction projects was developed and disseminated.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue to install safety features and other recommended safety projects at school sites	Completed priority projects Asbestos Removal: \$ 25,000 Security Cameras: \$ 4,300 Playgrounds- 3 schools Resurfacing \$155,222 Fencing & Pathway: \$150,000 6000-6999: Capital Outlay Other \$85,000	All safety projects were completed. The Fund 40 list was re-prioritized by the Board on April 25, 2016 for all other projects.	Completed priority safety projects. 6000-6999: Capital Outlay Fund 40 - Facilities \$334,522
Scope of Service	Districtwide	Scope of Service	Districtwide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)	
2. Examine annual calendar to maximize attendance; research incentives to reduce tardiness and maintain attendance rates	There is no additional cost to monitor student attendance rates 1000-1999: Certificated Personnel Salaries Base \$.00	The 2016-17 calendar was developed by the Curriculum Committee following teacher input. Consideration was given to alignment with Acalanes High School District, the addition of three additional teacher days, and minimum days for parent/teacher conferences.	There is no additional cost to monitor student attendance rates 1000-1999: Certificated Personnel Salaries Base \$.00
Scope of Service	Districtwide	Scope of Service	Districtwide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)	

3. Provide a parent education evening in the Speak Up Be Safe Program		Agreement Cost included in Agreement 5800: Professional/Consulting Services And Operating Expenditures Tier III \$.00	A K-8 Parent Education Night took place at OIS on Sept. 23, 2015 with 28 parents and staff in attendance.	Costs included in #4 below. 5800: Professional/Consulting Services And Operating Expenditures Tier III \$.00
Scope of Service	Districtwide		Scope of Service	Districtwide
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. implement the Speak Up Be Safe Program to all students in first, third, fifth, and sixth grade including parent education.		5800: Professional/Consulting Services And Operating Expenditures Tier III \$ 36,475	53 classrooms with a total of 1,104 students received instruction in Grades 1, 3, 5, and 6. 8 parent opt outs were received this year. A board appointed Student Safety Committee was developed and provided recommendations to the Board of Trustees at the April 25, 2016 meeting that included researching other programs for implementation in 2017-18. 44 Parent Surveys have been received, and are still in process.	5800: Professional/Consulting Services And Operating Expenditures Tier III \$36,475
Scope of Service	Districtwide		Scope of Service	Districtwide
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

5. Assess the Think First Program for inclusiveness and effectiveness as outlined in Curriculum Plan. Determine revisions needed for improved effectiveness.		Think First Coordination 1000-1999: Certificated Personnel Salaries Base \$1,090.00 Instructional Materials 4000-4999: Books And Supplies Lottery \$800.00	A board appointed Student Safety Committee was developed and provided recommendations to the Board of Trustees at the April 25, 2016 meeting that included improving training and reviving the curriculum for the Think First Program.	Think First Coordination 1000-1999: Certificated Personnel Salaries Base Instructional Materials 4000-4999: Books And Supplies
Scope of Service	Elementary Schools		Scope of Service	Elementary Schools
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6. Continue to communicate progress updates to parents; EL teacher to conference with parents following testing		Teacher/parent conferences (Expenditures to support these actions can be found in the salary & benefit costs of certificated staff) 1000-1999: Certificated Personnel Salaries Supplemental \$.00	EL Teacher/ Parent Conferences	Expenditures to support these actions can be found in the salary & benefit costs of certificated staff 1000-1999: Certificated Personnel Salaries Supplemental \$.00
Scope of Service	Districtwide		Scope of Service	Districtwide
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		1. The "stop-gap" measures on the Fund 40 List will be included as actions in the 2016-17 LCAP. 2. A focus on "A Culture of Student Safety" with actions for improving upon both the Speak Up Be Safe and Think First Programs will be reflected in the 2016-17 and 2017-18 actions under this goal. 3. New: Based on the slight drop in attendance data below the 97% targeted goal, a focus for improving attendance and enrollment rates will be included in the 2016-17 LCAP. 4. Chronic absenteeism will be monitored following a software upgrade and regular reports.		

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

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

Original GOAL 5 from prior year LCAP:	Provide every student with a 21st century educational experience to meet the needs of a global society.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>District Goals</u> , <u>Curriculum Plan</u> , <u>Technology Plan</u>	
Goal Applies to:	Schools:	All schools		
	Applicable Pupil Subgroups:	All students including numerically significant subgroups (Students with disabilities, African American, Asian, Caucasian Filipino, Hispanic, Latino, two or more races) and target subgroups (English Learners, Socioeconomically Disadvantaged, Foster Youth).		
Expected Annual Measurable Outcomes:	1. Curriculum Plan and Technology Plan actions for 2015-16 completed (1b, 2b, 3a, 8a) 2. Identified students will move two levels in reading performance as a result of web-based intervention programs. (2b, 7c, 8a)		Actual Annual Measurable Outcomes:	1. Curriculum Plan and Technology Plan actions for 2015-16 have been completed. 2. Approximately 68% of Identified students, using web-based intervention programs moved up at least two levels in reading performance.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Continue to upgrade infrastructure to ensure sufficient connectivity for instruction and assessment	Bandwidth expansion 6000-6999: Capital Outlay Base \$36,000	Upgraded to next generation Palo Alto Networks firewall to support higher bandwidth requirements and improved security.	6000-6999: Capital Outlay Base \$8,545.00	
Scope of Service	Districtwide	Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All		
OR:		OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

2. Give careful consideration to the appropriate technologies for instruction and assessment. Determine student to device ratio in grades K-8.	Student Device purchases for five schools 5000-5999: Services And Other Operating Expenditures Other \$ 825,000	Added over 700 Chromebooks, 250 Mac computers (desktops and laptops) and over 250 iPads across the district	5000-5999: Services And Other Operating Expenditures Parents Club \$ 647,746.00
<div> <div>Scope of Service</div> <div>Districtwide</div> </div> <div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>		<div> <div>Scope of Service</div> <div>Districtwide</div> </div> <div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>	
3. Continue to implement age appropriate lessons for digital citizenship using Common Sense Media	No additional cost to implement lessons. 1000-1999: Certificated Personnel Salaries Base \$.00	K-8 Grade level lessons are now located on a Common Tech Experiences (CTE) website accessible to all teachers	No additional cost to implement lessons. 1000-1999: Certificated Personnel Salaries \$.00
<div> <div>Scope of Service</div> <div>Districtwide</div> </div> <div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>		<div> <div>Scope of Service</div> <div>Districtwide</div> </div> <div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>	
4. Implement K-8 grade level technology expectations (shared experiences) for students to become proficient when working with technology	No additional cost to implement Shared Experiences 1000-1999: Certificated Personnel Salaries Base \$.00	Eighteen (18) teachers, representing each grade level from each elementary site, and the staff of OIS submitted lessons for addressing technology shared experiences. 1/2 day substitutes were provided for teachers to develop their grade level lesson website. These lessons are now located on a CTE website accessible to all teachers.	Substitute Costs 1000-1999: Certificated Personnel Salaries \$1,520.00

Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
5. Improve the keyboarding skills for students using current resources	Typing program renewal 5000-5999: Services And Other Operating Expenditures Lottery \$ 400.00		Progression of skills highlighted in the common tech experiences for each grade level. Type to Learn Program expanded to third grade.	Typing program annual renewal 5000-5999: Services And Other Operating Expenditures Lottery \$ 400.00	
Scope of Service	Grades 3-8		Scope of Service	Grade 3-8	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
6. Continue to ensure that technology is in place, and in working order	In process: Pending cost analysis for increasing technology support staff 2000-2999: Classified Personnel Salaries		Implemented new user friendly Zoho Ticketing System Work order tickets completed between July-April 2016 = 1,102. Contracted for additional technology support: 16 hours a week	New Ticketing System 5000-5999: Services And Other Operating Expenditures Base \$1,411.00 Contract for Tech support 5800: Professional/Consulting Services And Operating Expenditures Base \$24,000	

Scope of Service	Districtwide		Scope of Service	Districtwide	
X All			X All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
7. Provide outreach to parents regarding technology expectations and opportunities for family engagement that will include a focus on targeted subgroups. (EL, foster youth, lower income).	Provide Parent Tech Nights 1000-1999: Certificated Personnel Salaries Tier III \$800.00		Common Tech Experiences(CTE) presented to the Board of Trustees at the May 9, 2016 meeting.		1000-1999: Certificated Personnel Salaries Base \$.00
			See below for follow up information on Parent Tech Nights.		
Scope of Service	Districtwide		Scope of Service	Districtwide	
X All			X All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
9. Continue to provide assistive technology to EL students as identified and to special education students as identified in their IEP goals. Once purchased, ensure deployment is a priority.	Assistive technology purchases. 5000-5999: Services And Other Operating Expenditures Special Education \$ 25, 000		Assistive technology was purchased for (13) students.		5000-5999: Services And Other Operating Expenditures Special Education \$25,981.00

Scope of Service	Districtwide		Scope of Service	Districtwide	
<input type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input checked="" type="checkbox"/> English Learners			<input checked="" type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input checked="" type="checkbox"/> Redesignated fluent English proficient		
<input checked="" type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> Other Subgroups: (Specify)		
<u>Students with Disabilities</u>			<u>Students with Disabilities</u>		
9, Provide students with access to online web- based Lexia reading program in school and at home	Students with Disabilities. Numerically significant subgroups 5800: Professional/Consulting Services And Operating Expenditures Lottery \$ 22,000.00		234 students were activity using Lexia this year including all EL students. The previous license purchased continues through 2016-17. It was determined that an additional 100 licenses were all that was needed to be purchased for the 2016-17 school year. This provided school sites with a total of 75+ licenses. Student use this year: DR - 75 GL - 39 SH - 73 WR - 42 OIS -5	Students with Disabilities. Numerically significant subgroups 5000-5999: Services And Other Operating Expenditures Lottery \$ 6,000	
Scope of Service	Elementary Schools		Scope of Service	Elementary Schools	
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input checked="" type="checkbox"/> Low Income pupils			<input checked="" type="checkbox"/> Low Income pupils		
<input checked="" type="checkbox"/> English Learners			<input checked="" type="checkbox"/> English Learners		
<input checked="" type="checkbox"/> Foster Youth			<input checked="" type="checkbox"/> Foster Youth		
<input checked="" type="checkbox"/> Redesignated fluent English proficient			<input checked="" type="checkbox"/> Redesignated fluent English proficient		
<input checked="" type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> Other Subgroups: (Specify)		
<u>Students with Disabilities. Numerically significant subgroups</u>			<u>Students with Disabilities. Numerically significant subgroups</u>		

10. OTAC and Curriculum Committee teachers to identify common software programs for grade level use to improve student achievement.		Two joint meetings 1000-1999: Certificated Personnel Salaries Tier III \$ 800.00	One joint meeting took place on March 23, 2016. It was determined to purchase site licenses for the math intervention program, Dreambox for the remainder of the school year	Four OTAC teachers joined the Curriculum Committee for one meeting. 1000-1999: Certificated Personnel Salaries Tier III \$187.00 Site licenses for 4 elementary schools through June 2016. 5000-5999: Services And Other Operating Expenditures Lottery \$5,800.00
Scope of Service	Districtwide		Scope of Service	Elementary Sites
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input 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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		1. The expansion of Technology support, including an increase to 1 FTE for a Technology Director, tech assistance at each school site, and instructional technology support will be included in the 2016-17 LCAP actions. 2. Site based parent tech education, including CAASPP testing information, will be included in the LCAP actions for 2016-17 and 2017-18. 3. The Math Intervention program, Dreambox, will be added to the 2016-17 LCAP to be paid for one year from Lottery funds. Lexia for Reading will be included for one more year.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$55,499</u>
The Orinda Union School District has an unduplicated count of 45 students as of Census Day (Oct. 1, 2015) or 1.77% of our enrollment that are English learner students, foster youth, or qualify as socioeconomically disadvantaged. Based on this percentage of unduplicated enrollment, we calculate our LCFF Supplemental funding level to be \$55,499 in 2016-17, \$63,595 in 2017-18, \$65,637 in 2018-19 and \$69,206 when we are fully funded in 2020-21. Our LCAP provides increased services to our unduplicated pupils that exceed the proportionality requirement of .31. Our EL teacher, who is funded from our Supplemental dollars, provides targeted individual and small group instruction to English Learner students and administers CELDT assessments to determine language proficiency level and prescribe individualized educational programs. The District formerly funded this position through the utilization of state Economic Impact Aid funds, which no longer exist. The Supplemental dollars will not fully fund this identified service and will require augmentation through the use of Federal Title III, general fund and local parcel tax funding. The total supplemental funding budget for 2016-17 in Resource 0787 is \$58,856 which includes an additional \$3,357 over the supplemental dollars calculated by LCFF.	

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

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

.31	%
The Orinda Union School District is allocating 100% of the dollars generated by our district's socioeconomically disadvantaged, foster youth and English learner students (Supplemental) in this third year of the Local Control Accountability Plan. OUSD intends to continue this level of allocation throughout the projected three-year plan. The Orinda Union School District will be in full compliance with 5 CCR 15496 referenced above. The Orinda Union School District has an unduplicated count of 45 students as of Census Day (Oct. 1, 2015) or 1.77 % of our enrollment that are English learner students, foster youth, or qualify as socioeconomically disadvantaged. Based on this percentage of unduplicated enrollment, we calculate our LCFF Supplemental funding level to be \$55,499 in 2016-17, \$63,595 in 2017-18, \$65,637 in 2018-19 and \$69,206 when we are fully funded in 2020-21. Our LCAP provides increased services to our unduplicated pupils that exceed the proportionality requirement of .31. Our EL teacher, who is funded from our Supplemental dollars, provides targeted individual and small group instruction to English Learner students and administers CELDT assessments to determine language proficiency level and prescribe individualized educational programs. The District formerly funded this position through the utilization of state Economic Impact Aid funds, which no longer exist. The Supplemental dollars will not fully fund this identified service and will require augmentation through the use of Federal Title III, general fund and local parcel tax funding. The total supplemental funding budget for 2016-17 in Resource 0787 is \$67,139 which includes an additional \$11,640 over the supplemental dollars calculated by LCFF.	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

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

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

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

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

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