Introduction:

LEA: Orinda Union Elementary School District
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LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

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 2559 as of the 2014-15 P-2 Attendance Report. There are 160 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 97.11% as of the 2014-15 P-2 Attendance Report.

Each school offers programs and services for Special Education and English Learner students. For the 2014-15 school year, our district-wide Special Education program served 249 students. This number represents approximately 10% of our enrollment. Numerically significant subgroups for the LCAP is defined as 30 or more students. The 2014-15 numerically significant subgroups for Orinda include: African American (38), Asian (395), Caucasian (1,768) Filipino (40), Hispanic or Latino (121), and two or more races (95). We have an English Learner population of 26 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 advisory 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% of our total enrollment. We do not have any foster youth 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 2014-15 attendance reports, our class size averages were as follows: TK/Kindergarten – 18.6; grades first through third – 19.4; and, grades fourth through eighth – 24.4.

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 and a mobile laptop 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 2013-14 fiscal year, community dollars made up over 37% of the District's overall revenues (including monies received from the state and federal government). 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, is the strategic plan for transitioning to the Common Core State Standards and is 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 (5c).

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 Golden Ribbon Schools Award from the California Department of Education.

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 $40,473 at full implementation in fiscal year 2020-21 which is lower than our 2015-16 allocation of $43,936. 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 school site, 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**

Between September and November 2014, 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 two 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. Our EL Parent Advisory for LCAP meets annually in the Spring with parents representing all schools.

Stakeholders were provided with a copy of this year’s LCAP with the current goals and actions. They were also provided a copy of the new state template with an explanation of the template and the input needed to help plan for this year’s LCAP.

The LCAP was identified as a District Goal for 2014-15.

School Site Plans were presented to the Board of Trustees at the October and November 2015 Board Meetings following School Site Council approval of the plans.

The district website page was revised to include the LCAP Annual Update timeline.

During the months of March, input for the LCAP was gathered from the following stakeholder groups:  
March 15: District Leadership Team  
March 16: CSEA (Classified Bargaining Members)  
March 19: OEA (Certificated Bargaining Members)  
March 24: Coordinating Council (K-8 parents and community partners)  
March 25: Curriculum Committee (K-8 teachers)  
March 25: OIS Student Leadership

**Impact on LCAP**

During the first half of the year, this opportunity was used to engage stakeholder groups in learning more about the new process. This was the first outreach to communicate with stakeholder groups about the timeline and process for giving input.

All major stakeholder groups were noticed of LCAP and given opportunity to participate in the process to provide progress towards goals as well as actions to consider for 2015-16 to meet the state's eight priorities. With our district-wide unduplicated count for English learners, socioeconomically disadvantaged, and foster youth at approximately 1% of our total enrollment, input from our socioeconomically disadvantaged parents remained confidential when represented in these LCAP Advisory Meetings. We did not have any foster youth this year.

Through whole group and small group discussions, stakeholders identified areas of focus and actions needed for each of the five goals for 2015-16. This information was charted and is reflected in the plan.

The District Goals were approved by the Board at the November 3, 2014 Board Meeting.

The LCAP reflects the five school site plans that include the LCAP goals. The School Site Plans were approved by the Board in October and November 2014.

Progress updates toward LCAP goals were posted on the LCAP webpage in November 2014 and March 2015.

All input was charted, discussed, typed, and/or recorded. 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 common themes:

1. Provide equal access to technology equipment, technical support, and instruction in all schools.
2. Provide opportunities for students to participate in a broad course of study (including acceleration courses in mathematics) and student support programs during the school day.
During the month of April, DRAFT actions were shared and further input collected from these stakeholder groups including English Learner parents:
April 8: District Leadership Team
April 23: EL Parent Advisory
April 27: CSEA ( Classified Bargaining Members
April 28: Coordinating Council (K-8 parents and community partners)
April 29: Curriculum Committee (K-8 teachers)
May 12: OEA (Certificated Bargaining Unit)

On April 23, 2015, EL parents representative of all K-5 schools met together in the Wagner Ranch Library with the EL Specialist and the Director of Curriculum & Instruction.

On May 11, 2015, 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. During the Public Hearing, Parent Club presidents presented a petition from parents requesting that technology support in the areas of bandwidth, technology aides, and junior coaches to support the current and future purchases of technology devices be considered.

EL parents provided positive feedback on the current services provided to their children. When asked how Orinda schools can improve the educational experience for their children, parents suggested:
1. Keep EL Specialist
2. Provide reading lists of "just right" books to use at home, especially during the summer
3. Provide Instructions for accessing school Library programs
4. Continue with online reading programs at home; Lexia, Raz Kids
5. Create an online webpage and/or forum for EL parents to access information and network with other EL parents

Items #1, 4, and 5 are reflected in Goal #1 of the LCAP Plan. Items #2 and 3 are in process of being addressed by the EL Specialist and classroom teachers.

As a result of the May 11, 2015 Public Hearing, the May 26 meeting of the Coordinating Council (LCAP Advisory) was devoted to discussing the needs and to learning more from the Parent Club presidents about the technology petition shared at the LCAP Public Hearing on May 11th. Input was gathered on charts regarding the specifics behind the requests in the petition for Technology Aides, Infrastructure, and "Junior Coaches." The OTAC Advisory Committee met on Monday, June 1, to review the information from Coordinating Council and make continuing recommendations for prioritizing the needs requested. Finalizing actions in Goal #5 for the next three years, "to provide and ensure equal access to technology equipment, technical support, and instruction in all schools" will continue into 2015-16.
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 11 Board Meeting, advertised in the May Superintendent's newsletter, emailed to parent club leaders, and posted on the district website. The public comment period took place between May 12th and May 31st.

Orinda LCAP was presented for approval at the June 22nd regularly scheduled Board meeting.
- May 11: Public Hearing during the OUSD Board meeting
- May 12: Receive & respond to public comment through May 31
- June 8: Public Hearing during the OUSD Board meeting
- June 22: Orinda LCAP approved by the Orinda Board of Trustees

On May 31, 2015, six comments were received. One from a parent, one from an Orinda teacher, one from a former employee, and three from one Board Member. All written comments were provided with a response. As a result of the Public Hearing, Board discussion at the May 11, 2015 meeting, recommendations from county staff, and written comments received, the Draft LCAP was revised, posted on the District website, and made available for the second Public Hearing on June 8, 2015.

Revisions were presented for Board discussion at a second Public Hearing on June 8, 2015.

The final LCAP was approved at the June 22, 2015 Board meeting. The adopted LCAP was sent to the County Office of Education on June 25, 2015.

### Annual Update:

Beginning in August 2014, principals reviewed the LCAP goals and metrics available to measure progress towards the goals. Metrics available this year for academic progress included local assessment data only as state academic data, including the API, was not available. Local assessments include Fountas & Pinnell reading assessments, On Demand Writing assessments, and Math Unit/Trimester assessments.

On November 3, 2014, 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 public hearings.

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 this year's results towards progress. Parent surveys were distributed to all parents by each school site principal during the months of March and April.

Local assessment results from student data for reading, writing, and mathematics were analyzed by K-5 grade level teachers during long range planning in October. Local assessments were revised for this year to align with the Common Core Standards. It was discussed with stakeholders that this year's assessment data will serve as “baseline” data for analyzing student progress on future assessments as well as comparative data for aligning to the state CAASPP results.

The timeline included opportunities during the year for gathering input and communicating with stakeholders. During the months of March and April, 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.

Each School Site Council analyzed parent survey results and comments pertaining to the eight state priorities. The data indicates there is an increase in parent satisfaction in these areas when compared to responses received in 2014. The areas with the most significant gains in one year across the district show a 6% improvement rating. These areas are #1, #3, and #4.
During the month of March and April, stakeholders were provided with a copy of the new state template for the Annual Update that included an explanation of the template and the input needed to help determine the progress of the 2014-15 LCAP. Updates were provided on the implementation of actions/services and budget. All input on current progress was charted, discussed, typed, and/or recorded.

During these March/April sessions, input from our stakeholders yielded several consistent acknowledgments of progress toward goals:

1. All classrooms were provided with new reading books, including non-fiction texts, for their classroom libraries.
2. Teacher input was collected regarding teacher needs for professional development. Staff development was differentiated for ELA, Math, Science, and Technology.
3. The district Science Vision was completed. Continue with BaySci Partnership for training and coaching support.
4. K-8 grade level shared experiences (expectations) for Technology were developed.
5. EL parents provided positive feedback on the current services provided to their children, and reported that the Lexia Program is helping their students at home.

On April 23, 2015, an 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 2014-15. These goals included the purchase and use of the online reading program, Lexia, and communication about student progress.

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

1. 86% agree: I understand the grade level academic standards for my child. *(compared to 80% in 2014)*
2. 84% agree: The buildings and grounds are clean and in good condition. *(compared to 82% - 2014)*
3. 94% agree: My child has access to necessary materials and curriculum. *(compared to 88% - 2014)*
4. 97% agree: My child is treated with respect and dignity at school. *(compared to 91% - 2014)*
5. 96% agree: My child feels safe at school. *(compared to 95% - 2014)*
6. 97% agree: My school keeps me informed on school events and activities. *(compared to 96% - 2014)*
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, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

**Goal:** Describe the goal:

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

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.
**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

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

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

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

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

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

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

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

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

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

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).

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 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).

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
</table>
| 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. | Districtwide | X All  
Low Income pupils  
English Learners  
Foster Youth  
Redesignated fluent English proficient  
Other Subgroups: (Specify) | Purchase ELA & Math Frameworks. 4000-4999: Books & Supplies 6300  
Lottery: $4,500.00 |
| 2. Analyze CAASPP baseline data to determine measurable targets. | Districtwide | X All  
Low Income pupils  
English Learners  
Foster Youth  
Redesignated fluent English proficient  
Other Subgroups: (Specify) | There is no additional cost to analyze data 1000-1999: Certificated Personnel Salaries  
On-line reporting system 5800: Services And Operating Expenditures Base $2,529.00 |
| 3. Implement extended day Kindergarten at four elementary schools. Evaluate schedule implementation in Spring 2016. | Elementary Schools | X All  
Low Income pupils  
English Learners  
Foster Youth  
Redesignated fluent English proficient  
Other Subgroups: (Specify) | Lunch/recess supervision up to 45 minutes at 4 schools. 2000-2999: Classified Personnel Salaries Base: $39,340.00 |
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.

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>All</th>
<th><strong>OR:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_<strong>X</strong> Low Income pupils _ X English Learners _ Foster Youth _ X Redesignated fluent English proficient _<strong>X</strong> Other Subgroups: (Specify) Numerically significant subgroups</td>
<td>1/2 day substitute per participating grade level teacher 1000-1999: Certified Personnel Salaries Base $6,468</td>
</tr>
</tbody>
</table>

5. Implement school intervention models to provide targeted instruction to identified students.

<table>
<thead>
<tr>
<th>Elementary Schools</th>
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<th><strong>OR:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_<strong>X</strong> Low Income pupils _ X English Learners _ Foster Youth _ X Redesignated fluent English proficient _<strong>X</strong> Other Subgroups: (Specify) Students with disabilities</td>
<td>Cost estimate only based on final determination of need for Instructional assistant support if applicable. 2000-2999: Classified Personnel Salaries Base $19,870.00</td>
</tr>
</tbody>
</table>

6. Continue to provide EL specialist 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

<table>
<thead>
<tr>
<th>Districtwide</th>
<th>All</th>
<th><strong>OR:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_<strong>X</strong> Low Income pupils _ X English Learners _ Foster Youth _ X Redesignated fluent English proficient _<strong>X</strong> Other Subgroups: (Specify) Students with disabilities</td>
<td>Provide an EL Specialist four days a week (.80 FTE) 1000-1999 Certificated Salaries: $68,312 3000-3999 Employee Benefits: $28,313 0787 Supplemental: 61% 4201 Title III LEP: 11% 4203 Title III IM: 3% 9501 Parcel Tax: 25%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Districtwide</th>
<th>All</th>
<th><strong>OR:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_<strong>X</strong> Low Income pupils _ X English Learners _ Foster Youth _ Redesignated fluent English proficient _<strong>X</strong> Other Subgroups: (Specify)</td>
<td>Schedule annual EL Parent Meeting and create online communication webpage 1000-1999: Certificated Personnel Salaries Base: $ 165.00</td>
</tr>
</tbody>
</table>

8. Monitor and assess math course pathways for acceleration as needed.

<table>
<thead>
<tr>
<th>Middle School</th>
<th>X All</th>
<th><strong>OR:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_<strong>X</strong> Low Income pupils _ X English Learners _ Foster Youth _ Redesignated fluent English proficient _<strong>X</strong> Other Subgroups: (Specify)</td>
<td>There are no increases to staffing costs to operate accelerated math pathways. 1000-1999: Certificated Personnel Salaries Base: $0.00</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Districtwide</th>
<th>X All</th>
<th><strong>OR:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_<strong>X</strong> Low Income pupils _ X English Learners _ Foster Youth _ Redesignated fluent English proficient _<strong>X</strong> Other Subgroups: (Specify)</td>
<td>Expenditures to support these actions can be found in the salary benefit &amp; operating expenditures of the district’s general fund budget: There is no additional cost to implement Shared Expectations. 1000-1999: Certificated Personnel Salaries Base: $0.00</td>
</tr>
</tbody>
</table>
10. Revise and implement grade level assessment calendars aligned to CCSS Units of Study for Reading, Writing, and Mathematics.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide trainings on foster youth data policy and practice as applicable. Provide ongoing consultation to school level staff on foster youth data issues as needed</td>
<td>Districtwide</td>
<td>All _Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</td>
<td>Training 5800: Professional Consulting Services and Operating Expenditures Supplemental $ 50.00</td>
</tr>
<tr>
<td>2. Continue to provide EL specialist to deliver additional services to identified EL students including administer new EL assessments, provide instruction, communicate with classroom teachers and families, reclassify students, and complete all state requirements</td>
<td>Districtwide</td>
<td>All _Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)</td>
<td>Provide an EL Specialist four days a week (.80 FTE) 1000-1999 Certificated Salaries: $68,312 3000-3999 Employee Benefits: $28,313 0787 Supplemental: 61% 4201 Title III LEP: 11% 4203 Title III IM: 3% 9501 Parcel Tax: 25%</td>
</tr>
<tr>
<td>3. Determine indicators of success for English Learners and for students with disabilities</td>
<td>Districtwide</td>
<td>X All _Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</td>
<td>Analyze student progress on new EL proficiency exam, F &amp; P reading assessments, CAASPP results, and EL reclassification rates. No additional cost to determine indicators of success 1000-1999 Certificated Salaries 0787 Supplemental $.00</td>
</tr>
</tbody>
</table>

**LCAP Year 2: 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. Reclassified EL students will meet or exceed federal AMAO targets (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).
4. Continue to provide 1/2 day long range planning (LRP) to analyze student data for each K-5 grade level twice a year.

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>_ X Low Income pupils  _ X English Learners</td>
<td></td>
</tr>
<tr>
<td>_ X Foster Youth  _ X Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>_ X Other Subgroups: (Specify) Numerically Significant Subgroups</td>
<td></td>
</tr>
</tbody>
</table>

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. Create an online webpage and/or forum for EL parents to access information and network with other EL parents.

<table>
<thead>
<tr>
<th>Districtwide</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>_ Low Income pupils  _ X English Learners</td>
<td></td>
</tr>
<tr>
<td>_ Foster Youth  _ X Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>_ Other Subgroups: (Specify) ____________________</td>
<td></td>
</tr>
</tbody>
</table>

Schedule annual EL Parent Meeting; Develop online forum. 1000-1999: Certificated Personnel Salaries Base $ 175.00

6. Provide students with access to online reading support program (Lexia) for practice in vocabulary and reading comprehension.

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>_ X Low Income pupils  _ X English Learners</td>
<td></td>
</tr>
<tr>
<td>_ X Foster Youth  _ X Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>_ X Other Subgroups: (Specify) ____________________</td>
<td></td>
</tr>
</tbody>
</table>

There is no additional cost for 2016-17. 5800: Professional Consulting Services And Operating Expenditures Other: $.00

**LCAP Year 3: 2017-18**

**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. Measurable targets will be based on 2016-17 CAASPP data. Students will demonstrate a measurable increase in achievement levels (4a)
4. Reclassified EL students will meet or exceed federal targets (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).

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure Common Core and ELD standards are embedded into all Literacy and Math assessments. Utilize CDE online formative and interim assessments as part of CAASPP program.</td>
<td>Districtwide</td>
<td>X All</td>
<td>There is no cost to use state assessments. 5000-5999: Services And Other Operating Expenditures Base $.00</td>
</tr>
<tr>
<td>2. Analyze student progress and performance on CAASPP data to growth targets.</td>
<td>Districtwide</td>
<td>X All</td>
<td>There is no additional cost to analyze state assessments 1000-1999: Certificated Personnel Salaries Base: $.00</td>
</tr>
</tbody>
</table>
### 3. Analyze student performance growth as a result of participation in extended day Kindergarten.

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>X All</th>
<th>OR:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Low Income pupils</em> <em>English Learners</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Foster Youth</em> <em>Redesignated fluent English proficient</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Other Subgroups: (Specify)</em></td>
<td></td>
</tr>
<tr>
<td>There is no additional cost to analyze state assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>Base: $.00</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Continue Long Range Planning by grade level to analyze CAASPP results and other student data; develop intervention plan for targeted & numerically significant subgroups

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>X All</th>
<th>OR:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Low Income pupils</em> <em>English Learners</em></td>
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</tr>
<tr>
<td></td>
<td><em>Foster Youth</em> <em>Redesignated fluent English proficient</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Other Subgroups: (Specify)</em></td>
<td></td>
</tr>
<tr>
<td>1/2 day substitute per teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>Base: $6,468</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Assess school intervention models for providing targeted instruction to identified students.

<table>
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</thead>
<tbody>
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<td><em>Low Income pupils</em> <em>English Learners</em></td>
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</tr>
<tr>
<td></td>
<td><em>Foster Youth</em> <em>Redesignated fluent English proficient</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Other Subgroups: (Specify)</em></td>
<td></td>
</tr>
<tr>
<td>There is no additional cost to assess intervention models.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>Base: $.00</td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
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<th>X All</th>
<th>OR:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Low Income pupils</em> <em>English Learners</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Foster Youth</em> <em>Redesignated fluent English proficient</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Other Subgroups: (Specify)</em></td>
<td></td>
</tr>
<tr>
<td>Provide an EL Specialist four days a week (.80 FTE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000-1999 Certificated Salaries: $68,312</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3000-3999 Employee Benefits: $28,313</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0787 Supplemental: 61%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4201 Title III LEP: 11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4203 Title III IM: 3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9501 Parcel Tax: 25%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7. Engage EL parent participation in annual parent meetings for LCAP with EL specialist. Maintain online webpage for EL parents to access information and network with other EL parents.

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<tbody>
<tr>
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<td></td>
<td><em>Foster Youth</em> <em>Redesignated fluent English proficient</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Other Subgroups: (Specify)</em></td>
<td></td>
</tr>
<tr>
<td>Schedule annual EL Parent Meeting; Maintain online forum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>Base $ 175.00</td>
<td></td>
</tr>
</tbody>
</table>

### 8. Monitor and assess math course pathways for acceleration as needed.

<table>
<thead>
<tr>
<th>Middle School</th>
<th>X All</th>
<th>OR:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Low Income pupils</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>English Learners</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Foster Youth</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Redesignated fluent English proficient</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Other Subgroups:</em></td>
<td></td>
</tr>
<tr>
<td>There are no increases to staffing costs to operate accelerated math pathways.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>Base: $.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Districtwide</td>
<td>Action</td>
</tr>
<tr>
<td>---</td>
<td>--------------</td>
<td>--------</td>
</tr>
<tr>
<td>9.</td>
<td>Revise Shared Expectations for Reading, Writing, and Mathematics as needed to align with continuing classroom instruction.</td>
<td>X All</td>
</tr>
<tr>
<td></td>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low Income pupils _ English Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Evaluate and renew Lexia Reading Program license for reading intervention, as applicable</td>
<td>X All</td>
</tr>
<tr>
<td></td>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low Income pupils X English Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foster Youth X Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Subgroups: (Specify) Students with Disabilities, Numerically significant subgroups</td>
<td></td>
</tr>
</tbody>
</table>
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).

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).

COE only: 9
Local: Specify District Goals, Curriculum Plan, Single School Plans

LCAP Year 1: 2015-16

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>1. Continue to support new teachers joining Orinda to complete state (TIP) teacher induction program requirements for maintaining their teaching credential.</td>
<td>Districtwide</td>
<td>X All  OR: <em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other Subgroups: (Specify)</em>________</td>
<td>Mentor Stipends (based on projection of 7 mentors), Trainings, Substitutes 1000-1999: Certificated Personnel Salaries 0392 Base/TIP $15,855</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Districtwide</td>
<td>X All  OR: <em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other Subgroups: (Specify)</em>________</td>
<td>Provide differentiated training that supports new teachers, teachers changing grade levels, teacher need and expertise. 5800: Professional/Consulting Services And Operating Expenditures 0393 Tier III $14,000.00</td>
</tr>
<tr>
<td></td>
<td>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</td>
<td>Districtwide</td>
<td>X All  OR: <em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other Subgroups: (Specify)</em>________</td>
<td>Grade level &amp; cross grade level professional learning that includes Orinda teachers sharing best practices for supporting struggling students, targeted &amp; numerically significant subgroups.1000-1999: Certificated Personnel Salaries:</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Districtwide</th>
<th>X_ All</th>
<th>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) ___________</th>
<th>0393 Tier III $25,572.00</th>
</tr>
</thead>
</table>

Provide August orientations 1000-1999: Certificated Personnel Salaries 0393 Tier III $815.00

5. Continue to provide training to principals to support teachers implementing CCSS in their work with all students and parents

<table>
<thead>
<tr>
<th>Districtwide</th>
<th>X_ All</th>
<th>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) ___________</th>
<th>Monthly administration trainings. 5800: Professional/Consulting Services/Operating Expenditures 0393 Tier III $500.00</th>
</tr>
</thead>
</table>

6. Continue to provide ongoing Mathematics coaching and training for new Math adoptions; Continue with the Silicon Valley Math Initiative

<table>
<thead>
<tr>
<th>Districtwide</th>
<th>X_ All</th>
<th>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) ___________</th>
<th>Coaching and training support. 5800: Professional/Consulting Services &amp; Operating Expenditures 0393 Tier III: $18,000</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Districtwide</th>
<th>X_ All</th>
<th>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) ___________</th>
<th>August 2015-Ten Orinda teacher facilitators with an estimate of 30 teacher participants 1000-1999: Certificated Personnel Salaries 0393 Tier III $ 7,275.00</th>
</tr>
</thead>
</table>

8. Provide training in student intervention for addressing targeted needs for students at different levels (Tier 1 and Tier II)

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>X_ All</th>
<th>OR: _ Low Income pupils X English Learners _ Foster YouthX Redesignated fluent English proficient _ Other Subgroups: Students with Disabilities, Numerically significant subgroup</th>
<th>Orinda teacher facilitators 1000-1999: Certificated Personnel Salaries 0393 Tier III $ 1,800.00</th>
</tr>
</thead>
</table>

9. Provide training in the use of data management tools for assessment and analysis of student achievement, including the new state assessment resources.

<table>
<thead>
<tr>
<th>Districtwide</th>
<th>X_ All</th>
<th>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) ___________</th>
<th>Teacher trainings 1000-1999: Certificated Personnel Salaries 0393 Tier III $2,500.00</th>
</tr>
</thead>
</table>
#### 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)

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
</table>
| **1** Continue to support new teachers joining Orinda to complete state teacher induction requirements for maintaining their teaching credential | Districtwide | X All

  OR:

  - Low Income pupils
  - English Learners
  - Foster Youth
  - Redesignated fluent English proficient
  - Other Subgroups: (Specify) ____________ | Teacher Induction Program participation with CCCOE 5800: Professional/Consulting Services And Operating Expenditures 0392 TIP $28,000.00 |

| **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 | Districtwide | X All

  OR:

  - Low Income pupils
  - English Learners
  - Foster Youth
  - Redesignated fluent English proficient
  - Other Subgroups: (Specify) ____________ | Teacher facilitators & participants 1000-1999: Certificated Personnel Salaries: Base: $25,572.00 |

| **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 | X All

  OR:

  - Low Income pupils
  - English Learners
  - Foster Youth
  - Redesignated fluent English proficient
  - 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 | X All

  OR:

  - Low Income pupils
  - English Learners
  - Foster Youth
  - Redesignated fluent English proficient
  - 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 | X All

  OR:

  - Low Income pupils
  - English Learners
  - Foster Youth
  - Redesignated fluent English proficient
  - Other Subgroups: (Specify) ____________ | There is no additional staffing cost to administer teacher survey 1000-1999: Certificated Personnel Salaries Base $.00 |

| **6** Evaluate funding sources for identified training options as outlined in the Curriculum and Technology Plans and based on assessment of need. | Districtwide | X All

  OR:

  - Low Income pupils
  - English Learners
  - Foster Youth
  - Redesignated fluent English proficient
  - Other Subgroups: (Specify) ____________ | There is no additional staffing cost to evaluate funding resources. 1000-1999: Certificated Personnel Salaries Base $.00 |
7. 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.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to support new teachers joining Orinda to complete state teacher induction requirements for maintaining their teaching credential</td>
<td>Districtwide</td>
<td>X All</td>
<td>Teacher Induction Program participation with CCCOE based Estimate based on number of new teachers 5800: Professional/Consulting Services And Operating Expenditures 0392 TIP $28,000.00</td>
</tr>
<tr>
<td>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 students.</td>
<td>Districtwide</td>
<td>X All</td>
<td>Provide differentiated training that supports new teachers, teachers changing grade levels, teacher need and expertise, 5800: Professional/Consulting Services And Operating Expenditures 0392 TIP $28,000.00</td>
</tr>
<tr>
<td>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</td>
<td>Districtwide</td>
<td>X All</td>
<td>Grade level &amp; cross grade level training to support struggling students, targeted &amp; numerically significant subgroups.1000-1999: Certificated Personnel Salaries: Base: $5,000.00</td>
</tr>
<tr>
<td>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</td>
<td>Districtwide</td>
<td>X All</td>
<td>Provide August orientations 1000-1999: Certificated Personnel Salaries: 0393 Tier III $815.00</td>
</tr>
</tbody>
</table>

**LCAP Year 3: 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 revised ELA/ELD Standards and Frameworks will be embedded in TK-8 staff development. (2b)

<table>
<thead>
<tr>
<th>Actions/Services</th>
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<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>Districtwide</td>
<td>X All</td>
<td>Teacher Induction Program participation with CCCOE based Estimate based on number of new teachers 5800: Professional/Consulting Services And Operating Expenditures 0392 TIP $28,000.00</td>
</tr>
<tr>
<td>2. The revised ELA/ELD Standards and Frameworks will be embedded in TK-8 staff development. (2b)</td>
<td>Districtwide</td>
<td>X All</td>
<td>Provide differentiated training that supports new teachers, teachers changing grade levels, teacher need and expertise, 5800: Professional/Consulting Services And Operating Expenditures 0392 TIP $28,000.00</td>
</tr>
<tr>
<td>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</td>
<td>Districtwide</td>
<td>X All</td>
<td>Grade level &amp; cross grade level training to support struggling students, targeted &amp; numerically significant subgroups.1000-1999: Certificated Personnel Salaries: Base: $5,000.00</td>
</tr>
<tr>
<td>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</td>
<td>Districtwide</td>
<td>X All</td>
<td>Provide August orientations 1000-1999: Certificated Personnel Salaries: 0393 Tier III $815.00</td>
</tr>
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</tr>
<tr>
<td>5. Continue to provide training to principals to support teachers implementing CCSS in their work with all students and parents</td>
<td>Districtwide</td>
<td>X</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _________</td>
<td></td>
</tr>
<tr>
<td>6. Continue to provide ongoing Mathematics coaching and training with the Silicon Valley Math Initiative</td>
<td>Districtwide</td>
<td>X</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _________</td>
<td></td>
</tr>
<tr>
<td>7. Provide training based on identified goals and assessment of need. Conduct a teacher survey for input.</td>
<td>Districtwide</td>
<td>X</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _________</td>
<td></td>
</tr>
<tr>
<td>8. Provide training as needed in student intervention for addressing targeted needs for students at different levels (Tier 1 and Tier II)</td>
<td>Elementary Schools</td>
<td>X</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>X Low Income pupils X English Learners X Foster YouthX Redesignated fluent English proficient X Other Subgroups: Students with Disabilities, Numerically significant subgroups</td>
<td></td>
</tr>
</tbody>
</table>
**GOAL 3:**
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

<table>
<thead>
<tr>
<th>Related State and/or Local Priorities:</th>
<th>1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE only:</td>
<td>9 _ 10 _</td>
</tr>
<tr>
<td>Local: Specify Curriculum Plan, Single School Plans</td>
<td></td>
</tr>
</tbody>
</table>

**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).

**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)

**LCAP Year 1: 2015-16**

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 &amp; Engineering Practices.</td>
<td>Districtwide</td>
<td>X All</td>
<td>Three training and planning sessions 1000-1999: Certificated Personnel Salaries Base: $1,530.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:------</td>
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<td></td>
<td>_ Low Income pupils _ English Learners</td>
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<td>_ Foster Youth _ Redesignated fluent English proficient</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>_ Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>2. Continue participation with BaySci and Lawrence Hall of Science for K-8 professional development, parent education, and guidance for implementing the Science Vision.</td>
<td>Districtwide</td>
<td>X All</td>
<td>Teacher participation 1000-1999: Certificated Personnel Salaries 0393 Tier III $ 19,500.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:------</td>
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<tr>
<td></td>
<td></td>
<td>_ Low Income pupils _ English Learners</td>
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<tr>
<td></td>
<td></td>
<td>_ Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>_ Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>3. Update current adopted FOSS program to align with NGSS. Pilot implementation of Next Generation FOSS materials as the materials become available.</td>
<td>Elementary Schools Grades K-3</td>
<td>X All</td>
<td>Purchase revised FOSS Kits 4000-4999: Books And Supplies 0156 Tier III $18,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:------</td>
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<td></td>
<td></td>
<td>_ Low Income pupils _ English Learners</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>_ Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>_ Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Districtwide Grades 4-8</td>
<td>X All</td>
<td>Pilot &amp; adoption implementation 4000-4999: Books And Supplies 0156 Tier III $25,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:------</td>
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<td></td>
<td></td>
<td>_ Low Income pupils _ English Learners</td>
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<td></td>
<td></td>
<td>_ Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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<td></td>
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<td>_ Other Subgroups: (Specify)</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Districtwide</th>
<th>X All</th>
<th>Teacher facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
<td>1000-1999 Certificated Personnel Salaries</td>
</tr>
<tr>
<td>Low Income pupils</td>
<td>English Learners</td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>Other Subgroups:</td>
<td>(Specify)</td>
<td></td>
</tr>
</tbody>
</table>

6. Align science courses to CCSS and Next Generation Science Framework (NGSS)

<table>
<thead>
<tr>
<th>Middle School</th>
<th>X All</th>
<th>There are no additional costs to align courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
<td>1000-1999: Certificated Personnel Salaries Base: $0.00</td>
</tr>
<tr>
<td>Low Income pupils</td>
<td>English Learners</td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>Other Subgroups:</td>
<td>(Specify)</td>
<td></td>
</tr>
</tbody>
</table>

7. Provide a concentrated focus on science terms, academic language and vocabulary development. Utilize Science Notebooks in classroom instruction.

<table>
<thead>
<tr>
<th>Districtwide</th>
<th>X All</th>
<th>Science Notebooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>Low Income pupils</td>
<td>English Learners</td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>Other Subgroups:</td>
<td>(Specify)</td>
<td></td>
</tr>
</tbody>
</table>

**LCAP Year 2: 2016-17**

**Expected Annual 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. Adopted materials in Science will be aligned to NGSS (1b)

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 &amp; Engineering Practices.</td>
<td>Districtwide</td>
<td>X All</td>
<td>Two training and planning sessions 1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
<td>Base: $900.00</td>
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<tr>
<td></td>
<td></td>
<td>Low Income pupils _ English Learners</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>2. Participate in BaySci Partnership pending funding.</td>
<td>Districtwide</td>
<td>X All</td>
<td>Teacher participation 1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
<td>0393 Tier III $8,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low Income pupils _ English Learners</td>
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<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>3. Complete purchases for NGSS FOSS program.</td>
<td>Elementary Schools Grades K-3</td>
<td>X All</td>
<td>Implement Next Generation FOSS Science Program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low Income pupils _ English Learners</td>
<td></td>
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<tr>
<td></td>
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<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>4. Complete purchases for new adopted Science program with a focus that also addresses the needs of targeted and numerically significant subgroups.</td>
<td>Districtwide Grades 4-8</td>
<td>X All</td>
<td>Implement new program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low Income pupils _ English Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td>6300 Lottery $12,000</td>
</tr>
</tbody>
</table>
5. Provide Parent Education on the Next Generation Science Standards

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td>X All OR: _Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>Teacher facilitators 1000-1999 Certificated Personnel Salaries Base: $ 800.00</td>
</tr>
</tbody>
</table>

6. Assess aligned science courses as needed

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td>X All OR: _Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>There is no additional cost to assess alignment of science courses. 1000-1999: Certificated Personnel Salaries Base: $.00</td>
</tr>
</tbody>
</table>

7. Provide a concentrated focus on science terms, academic language and vocabulary development

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districtwide</td>
<td>X All OR: _Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>Science Notebooks 4000-4999: Books And Supplies 6300 Lottery $ 600.00</td>
</tr>
</tbody>
</table>

**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

1. Growth will be measured using the new NGSS state assessment results as a baseline for student performance. (4a)
2. Adopted materials in Science will support Science Vision and be aligned to NGSS (1b)

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 &amp; Engineering Practices.</td>
<td>Districtwide</td>
<td>X All OR: _Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>Two training and planning sessions 1000-1999: Certificated Personnel Salaries Base: $900.00</td>
</tr>
<tr>
<td>2. Continue participation with BaySci and Lawrence Hall of Science pending funding.</td>
<td>Districtwide</td>
<td>X All OR: _Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>Teacher participation 1000-1999: Certificated Personnel Salaries 0393 Tier III $ 5,000.00</td>
</tr>
<tr>
<td>3. Continue Implementation of adopted FOSS program.</td>
<td>Grades K-6</td>
<td>X All OR: _Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>Instructional Materials 4000-4999: Books And Supplies 6300 Lottery $18,000</td>
</tr>
<tr>
<td>4. Evaluate Alignment of science courses to Next Generation Science Framework (NGSS)</td>
<td>Middle School</td>
<td>X All OR: _Low Income pupils _ English Learners</td>
<td>There is no additional cost to evaluate alignment of courses 1000-1999: Certificated</td>
</tr>
</tbody>
</table>
5. Provide a concentrated focus on science terms, academic language and vocabulary development

<table>
<thead>
<tr>
<th>Foster Youth _ Redesignated fluent English proficient</th>
<th>Other Subgroups: (Specify) ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Salaries Base: $ .00</td>
<td>Science Notebooks</td>
</tr>
<tr>
<td>Districtwide</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>OR:</td>
<td>6300 Lottery: $ 500.00</td>
</tr>
<tr>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Low Income pupils X English Learners</td>
<td></td>
</tr>
<tr>
<td>Foster Youth X Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>Other Subgroups: (Specify) ____________</td>
<td></td>
</tr>
</tbody>
</table>
## GOAL 4:

Provide safe and comfortable learning environments that meet the intellectual, social, emotional, and physical needs of Orinda school communities

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School Facilities are maintained in good repair as measured by the Facilities Inspection Report (FIT) (1c)</td>
</tr>
<tr>
<td>2. Maintain school attendance rates at 97% or greater.(5a,b)</td>
</tr>
<tr>
<td>3. The chronically tardy rate will decrease at each school by 3%. (5e)</td>
</tr>
<tr>
<td>4. The middle school drop-out rate will remain at 0%. (5c)</td>
</tr>
<tr>
<td>5. The suspension rate will remain at 1% or lower and the expulsion rate will maintain 0% (6a,b)</td>
</tr>
<tr>
<td>6. Annual parent school surveys will gather input, measure engagement, school connectedness and satisfaction (3a, 6c)</td>
</tr>
<tr>
<td>7. Grade 7 Healthy Kids Surveys will measure engagement, involvement, and satisfaction. (3a, 6c)</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to install safety features and other recommended safety projects at school sites</td>
<td>Districtwide</td>
<td>X All</td>
<td>Complete priority projects 6000-6999: Capital Outlay Pulte Funds 40: $85,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
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<tr>
<td></td>
<td></td>
<td>_ Low Income pupils _ English Learners</td>
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<td></td>
<td>_ Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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<td></td>
<td></td>
<td>_ Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>2. Examine annual calendar to maximize attendance; research incentives to reduce tardiness and maintain attendance rates</td>
<td>Districtwide</td>
<td>X All</td>
<td>There is no additional cost to monitor student attendance rates 1000-1999: Certificated Personnel Salaries Base: $ .00</td>
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<td></td>
<td></td>
<td>OR:</td>
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<tr>
<td></td>
<td></td>
<td>_ Low Income pupils _ English Learners</td>
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<td>_ Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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<td></td>
<td></td>
<td>_ Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>3. Continue to provide a parent education evening in the Speak Up Be Safe Program</td>
<td>Districtwide</td>
<td>X All</td>
<td>Pending renewal of Agreement Cost included in Agreement 5800: Professional/Consulting Services And Operating Expenditures 0395 Tier III $.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
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<td></td>
<td>_ Low Income pupils _ English Learners</td>
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<td></td>
<td>_ Foster Youth _ Redesignated fluent English proficient</td>
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<td></td>
<td></td>
<td>_ Other Subgroups: (Specify)</td>
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</tbody>
</table>
4. Continue to implement the Speak Up Be Safe Program to all students in first, third, fifth, and sixth grade including parent education.

<table>
<thead>
<tr>
<th>Districtwide</th>
<th>X All</th>
<th>Pending renewal of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td>Low Income pupils _ English Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
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<td></td>
<td>Other Subgroups: (Specify) ____________</td>
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</tr>
</tbody>
</table>

5. Assess the Think First Program for inclusiveness and effectiveness as outlined in Curriculum Plan. Determine revisions needed for improved effectiveness.

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>X All</th>
<th>Think First Coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td>Low Income pupils _ English Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Subgroups: (Specify) ____________</td>
<td></td>
</tr>
</tbody>
</table>

| Low Income pupils | X English Learners |
| Foster Youth | X Redesignated fluent English proficient |
| X Other Subgroups: (Specify) Numerically significant subgroups |

6. Continue to communicate progress updates to parents; EL teacher to conference with parents following testing

<table>
<thead>
<tr>
<th>Districtwide</th>
<th>X All</th>
<th>Teacher/parent conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td>Low Income pupils X English Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foster Youth X Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X Other Subgroups: (Specify) ____________</td>
<td></td>
</tr>
</tbody>
</table>

| Numerically significant subgroups |

| LCAP Year 2: 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 98% attendance rate (5a)
3. The chronically tardy rate will decrease at each school by 2%. (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, 6b)
7. Annual parent school may surveys will gather input, measure engagement, school connectedness and satisfaction (3a, 6c)
8. Parent communication will be integral to school and district programs (4a) for all students including unduplicated students (3b) and students with exceptional needs (3c).

**Actions/Services**

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to install safety features and other recommended safety projects at school sites</td>
<td>Districtwide</td>
<td>X All</td>
<td>Complete priority projects</td>
</tr>
<tr>
<td>OR:</td>
<td>Low Income pupils _ English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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<td></td>
<td>Other Subgroups: (Specify) ____________</td>
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<tr>
<td></td>
<td>6000-6999: Capital Outlay Fund 40: Pulte Funds $ 85,000</td>
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</tr>
<tr>
<td>2. Evaluate improvements in attendance and tardy rates including incentives for targeted subgroups</td>
<td>Districtwide</td>
<td>X All</td>
<td>There is no additional cost to monitor student attendance rates 1000-1999: Certificated Personnel Salaries Base: $ .00</td>
</tr>
<tr>
<td>OR:</td>
<td>Low Income pupils _ English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Other Subgroups: (Specify) ____________</td>
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</tr>
<tr>
<td>3.</td>
<td>Continue to provide a parent education evening in the Speak Up Be Safe Program</td>
<td>Districtwide</td>
<td>X All</td>
</tr>
<tr>
<td>4.</td>
<td>Continue to implement the Speak Up Be Safe Program to all students in first, third, fifth, and sixth grade</td>
<td>Districtwide</td>
<td>X All</td>
</tr>
<tr>
<td>5.</td>
<td>Assess student outcomes of revised Think First Program.</td>
<td>Elementary Schools</td>
<td>X All</td>
</tr>
<tr>
<td>6.</td>
<td>Continue to communicate progress updates to parents; EL teacher to conference with parents following testing</td>
<td>Districtwide</td>
<td>X All</td>
</tr>
</tbody>
</table>

**LCAP Year 3: 2017-18**

**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).

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to install safety features and other recommended safety projects at school sites</td>
<td>Districtwide</td>
<td>X All</td>
<td>Complete priority projects 6000-6999: Capital Outlay Pulte Funds: 40 $85,000</td>
</tr>
<tr>
<td></td>
<td>2. Continue to monitor attendance rates including targeted subgroups for improvement in tardy rates.</td>
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<tr>
<td></td>
<td><strong>Districtwide</strong></td>
<td>X All</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR:</td>
<td>Low Income pupils</td>
<td>English Learners</td>
</tr>
<tr>
<td></td>
<td>_ Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Subgroups: (Specify) ____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Attendance logs. There is no additional cost to monitor student attendance rates 1000-1999: Certificated Personnel Salaries Base: $ .00</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Districtwide</strong></td>
<td>X All</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR:</td>
<td>Low Income pupils</td>
<td>English Learners</td>
</tr>
<tr>
<td></td>
<td>_ Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Subgroups: (Specify) ____________</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Pending renewal for a continuing Agreement 5800: Professional Consulting and Other Operating Expenditures 0395 Tier III $ .00</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Districtwide</strong></td>
<td>X All</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR:</td>
<td>Low Income pupils</td>
<td>English Learners</td>
</tr>
<tr>
<td></td>
<td>_ Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Other Subgroups: (Specify) ____________</td>
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<tr>
<td></td>
<td><strong>Pending renewal of a continuing Agreement 5800: Professional/Consulting Services And Operating Expenditures 0395 Tier III $ 33,150</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Elementary Schools</strong></td>
<td>X All</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR:</td>
<td>Low Income pupils</td>
<td>English Learners</td>
</tr>
<tr>
<td></td>
<td>_ Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>Other Subgroups: (Specify) ____________</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Think First Coordination 1000-1999: Certificated Personnel Salaries Base $1,090.00</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Districtwide</strong></td>
<td>X All</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR:</td>
<td>Low Income pupils</td>
<td>English Learners</td>
</tr>
<tr>
<td></td>
<td>_ Foster Youth _ Redesignated fluent English proficient</td>
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<td></td>
<td>Other Subgroups: (Specify) ____________</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Teacher/parent conferences (Expenditures can be found in the salary &amp; benefit costs of certificated staff) 1000-1999: Certificated Personnel Salaries Base, Supplemental, Other: $ .00</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Grade 7 Middle School</strong></td>
<td>X All</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR:</td>
<td>Low Income pupils</td>
<td>English Learners</td>
</tr>
<tr>
<td></td>
<td>_ Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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<td></td>
<td>Other Subgroups: (Specify) ____________</td>
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<tr>
<td></td>
<td><strong>Implement Survey 6690 State Grant: $1,300.00</strong></td>
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</tr>
</tbody>
</table>
GOAL 5:
Provide every student with a 21st century educational experience to meet the needs of a global society.

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).

Related State and/or Local Priorities:
1 X 2 X 3 X 4 _ 5 _ 6 _ 7 X 8 X

COE only: 9 _ 10 _

Local: Specify District Goals, Curriculum Plan, Technology Plan

LCAP Year 1: 2015-16

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)

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
</table>
| 1. Continue to upgrade infrastructure to ensure sufficient connectivity for instruction and assessment | Districtwide | X All
OR:
- Low Income pupils _ English Learners
- Foster Youth _ Redesignated fluent English proficient
- Other Subgroups: (Specify) ____________ | Bandwidth expansion 6000-6999: Capital Outlay Base $ 36,000 |
| 2. Give careful consideration to the appropriate technologies for instruction and assessment. Determine student to device ratio in grades K-8. | Districtwide | X All
OR:
- Low Income pupils _ English Learners
- Foster Youth _ Redesignated fluent English proficient
- Other Subgroups: (Specify) ____________ | Student Device purchases for five schools 5000-5999: Services & Other Operating Expenditures Parents Club: $ 825,000 |
| 3. Continue to implement age appropriate lessons for digital citizenship using Common Sense Media | Districtwide | X All
OR:
- Low Income pupils _ English Learners
- Foster Youth _ Redesignated fluent English proficient
- Other Subgroups: (Specify) ____________ | No additional cost to implement lessons. 1000-1999: Certificated Personnel Salaries Base $.00 |
| 4. Implement K-8 grade level technology expectations (shared experiences) for students to become proficient when working with technology | District-wide | X All
OR:
- Low Income pupils _ English Learners
- Foster Youth _ Redesignated fluent English proficient
- Other Subgroups: (Specify) ____________ | No additional cost to implement Shared Experiences 1000-1999: Certificated Personnel Salaries Base $.00 |
<p>| | | | | |</p>
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Improve the keyboarding skills for students using current resources</strong></td>
<td>Grades 3-8</td>
<td>X All</td>
<td>OR:</td>
<td>Typing program renewal 5000-5999: Services And Other Operating Expenditures 6300 Lottery $ 400.00</td>
</tr>
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<tr>
<td><strong>6. Continue to ensure that technology is in place, and in working order</strong></td>
<td>Districtwide</td>
<td>X All</td>
<td>OR:</td>
<td>In process: Pending cost analysis for increasing technology support staff 2000-2999 Classified Personnel Salaries</td>
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<tr>
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<tr>
<td><strong>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).</strong></td>
<td>Districtwide</td>
<td>X All</td>
<td>OR:</td>
<td>Provide Parent Tech Nights 1000-1999: Certificated Personnel Salaries 0393 Tier III $ 800.00</td>
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<tr>
<td><strong>8. 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.</strong></td>
<td>Districtwide</td>
<td>All</td>
<td>OR:</td>
<td>Provide as needed for EL students and as identified for special education students in their IEP 5000-5999: Services And Other Operating Expenditures 6500 Sp. Ed $ 25, 000</td>
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<tr>
<td><strong>9. Provide students with access to online web- based Lexia reading program in school and at home</strong></td>
<td>Elementary Schools</td>
<td>X All</td>
<td>OR:</td>
<td>Purchase additional licenses 5800 Professional/Consulting Services and Other Operating Expenditures 6300 Lottery $ 22,000.00</td>
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<tr>
<td><strong>10. OTAC and Curriculum Committee teachers to identify common software programs for grade level use to improve student achievement.</strong></td>
<td>Districtwide</td>
<td>X All</td>
<td>OR:</td>
<td>Two joint meetings 1000-1999: Certificated Personnel Salaries 0393 Tier III $ 800.00</td>
</tr>
</tbody>
</table>
**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**
1. Technology Plan actions for 2016-17 completed (1b, 2b, 3a, 8a)
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)

<table>
<thead>
<tr>
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<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to upgrade infrastructure to ensure sufficient connectivity for instruction and assessment</td>
<td>Districtwide</td>
<td>X All</td>
<td>In process: Pending OTAC recommendations for upgrades 6000-6999: Capital Outlay Base: In process</td>
</tr>
<tr>
<td></td>
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<td>OR:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Low Income pupils _ English Learners</td>
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<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>2. Give careful consideration to the appropriate technologies for instruction and assessment. Determine student to device ratio in grades K-8.</td>
<td>Districtwide</td>
<td>X All</td>
<td>In process: Assess Tech Plan priorities 5000-5999: Services And Other Operating Expenditures Base: In process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
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<td></td>
<td></td>
<td>Low Income pupils _ English Learners</td>
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<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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<td></td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>3. Continue to implement age appropriate lessons for digital citizenship</td>
<td>Districtwide</td>
<td>X All</td>
<td>Evaluate &amp; revise lessons 1000-1999: Certificated Personnel Salaries Base $ 500.00</td>
</tr>
<tr>
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<td>OR:</td>
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<td></td>
<td></td>
<td>Low Income pupils _ English Learners</td>
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<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
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<td></td>
<td>Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>4. Evaluate online access to identified instructional resources as developed by district committees</td>
<td>Districtwide</td>
<td>X All</td>
<td>There is no additional cost to evaluate online implementation 1000-1999: Certificated Personnel Salaries Base $ .00</td>
</tr>
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<td>OR:</td>
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<tr>
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<td></td>
<td>Low Income pupils _ English Learners</td>
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<td>Foster Youth _ Redesignated fluent English proficient</td>
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<td></td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>5. Revise K-8 grade level shared experiences (expectations) as needed to support student proficiency with technology</td>
<td>Districtwide</td>
<td>X All</td>
<td>There is no additional cost to revise grade level shared experiences. 1000-1999: Certificated Personnel Salaries Base $.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
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<tr>
<td></td>
<td></td>
<td>Low Income pupils _ English Learners</td>
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<td>Foster Youth _ Redesignated fluent English proficient</td>
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<td></td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>6. Continue to engage students in Project-based Learning (PBL)</td>
<td>Districtwide</td>
<td>X All</td>
<td>No additional cost to engage students in PBL 1000-1999: Certificated Personnel Salaries Base $.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Low Income pupils _ English Learners</td>
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<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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<td></td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>7. Improve the keyboarding skills for students using current resources</td>
<td>Grades 3-8</td>
<td>X All</td>
<td>Typing program renewal 5000-5999: Services And Other Operating Expenditures 6300 Lottery $ 400.00</td>
</tr>
<tr>
<td></td>
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<td>OR:</td>
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<tr>
<td></td>
<td></td>
<td>Low Income pupils _ English Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
</tr>
</tbody>
</table>
8. Continue to ensure that technology is in place, and in working order

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replace identified equipment as needed.</td>
<td>District-wide X All</td>
<td>Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify) ____________</td>
<td>5000-5999: Services And Other Operating Expenditures Other: In process</td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify) ____________</td>
<td></td>
</tr>
</tbody>
</table>

9. Provide outreach to parents regarding technology shared experiences (expectations) and opportunities for family engagement that will include a focus on targeted subgroups. (EL, foster youth, lower income).

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue partnership with Parents Clubs</td>
<td>District-wide X All</td>
<td>Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify) ____________</td>
<td>5000-5999: Services And Other Operating Expenditures Base: $.00</td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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<tr>
<td>OR:</td>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

10. Continue to provide assistive technology to special education students as identified in their IEP goals. Ensure deployment is a priority.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide as needed for EL students and as identified for special education students in their IEP</td>
<td>District-wide X All</td>
<td>Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>5000-5999: Services And Other Operating Expenditures 6500 Sp. Ed $ 25,000</td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>Low Income pupils _ English Learners</td>
<td></td>
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<tr>
<td>OR:</td>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>Students with Disabilities</td>
<td></td>
</tr>
</tbody>
</table>

11. Implement Lexia Reading for struggling students including EL students both at school and at home.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See Goal 5 2015-16 #6 for cost through 2017)</td>
<td>Elementary Schools X All</td>
<td>Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>Low Income pupils _ English Learners</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

**LCAP Year 3: 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)

**Actions/Services**

1. Continue to upgrade infrastructure to ensure sufficient connectivity for instruction and assessment

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upgrades to be determined</td>
<td>Districtwide X All</td>
<td>Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>6000-6999: Capital Outlay Base $ In process</td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>Low Income pupils _ English Learners</td>
<td></td>
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<tr>
<td>OR:</td>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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<tr>
<td>OR:</td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

2. Give careful consideration to the appropriate technologies for instruction and assessment. Determine student to device ratio in grades K-8.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Tech Plan priorities in process</td>
<td>Districtwide X All</td>
<td>Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>5000-5999: Services And Other Operating Expenditures Base $ In process</td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>Low Income pupils _ English Learners</td>
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<tr>
<td>OR:</td>
<td></td>
<td>Foster Youth _ Redesignated fluent English proficient</td>
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<td>OR:</td>
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<td>Other Subgroups: (Specify)</td>
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</tr>
<tr>
<td>3. <strong>Continue to implement age appropriate lessons for digital citizenship</strong></td>
<td><strong>Districtwide</strong></td>
<td><strong>X All</strong></td>
<td><strong>OR:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Low Income pupils _ English Learners</em> Foster Youth _ Redesignated fluent English proficient_ Other Subgroups: (Specify) ____________</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Evaluate revised K-8 grade level expectations for students to become proficient when working with technology</strong></td>
<td><strong>Districtwide</strong></td>
<td><strong>X All</strong></td>
<td><strong>OR:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Low Income pupils _ English Learners</em> Foster Youth _ Redesignated fluent English proficient_ Other Subgroups: (Specify) ____________</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Analyze and evaluate keyboarding skills programs; Renew or revise licenses for typing programs as needed</strong></td>
<td><strong>Grades 3-8</strong></td>
<td><strong>X All</strong></td>
<td><strong>OR:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Low Income pupils _ English Learners</em> Foster Youth _ Redesignated fluent English proficient_ Other Subgroups: (Specify) ____________</td>
<td></td>
</tr>
<tr>
<td>6. <strong>Continue to ensure that technology is in place, and in working order</strong></td>
<td><strong>Districtwide</strong></td>
<td><strong>X All</strong></td>
<td><strong>OR:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Low Income pupils _ English Learners</em> Foster Youth _ Redesignated fluent English proficient_ Other Subgroups: (Specify) ____________</td>
<td></td>
</tr>
</tbody>
</table>
Annual Update

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

Guiding Questions:

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

<table>
<thead>
<tr>
<th>Original GOAL 1 from prior year LCAP:</th>
<th>Related State and/or Local Priorities:</th>
<th>Goal Applies to:</th>
<th>Applicable Pupil Subgroups:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>1 X 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X</td>
<td>Schools: All schools</td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td>COE only: 9 _ 10 _</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Local: Specify District Board Goals, Curriculum Plan; Single School Plans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Expected Annual Measurable Outcomes:**

1. Adoption of instructional materials for Mathematics (1b)
2. Academic support programs for struggling students will be identified (8)
3. New state and local assessments will provide baseline data of student knowledge and mastery of Common Core State Standards (4a)

**Actual Annual Measurable Outcomes:**

1. On March 9, 2015, the Board of Trustees adopted Math Expressions Common Core by Houghton Mifflin Harcourt for the elementary (K-5) Mathematics Program. On May 11, 2015, the Board adopted Big Ideas Math by Big Ideas Learning HM and Core Connections by CPM for the middle school math program.
2. A district committee, comprised of K-5 general and special education teachers from each school developed criteria for student support, revised the Intervention Pyramid of identified resources for struggling students, and initiated the purchase of the Lexia Program for reading.
3. There was no standardized achievement data for 2014-15. Beginning in 2014-15, growth will be measured using the CASSPP state assessment data to be available in Summer 2015. Additionally, local assessments (On Demand Writing, Trimester Math/Unit Assessments, F & P reading Levels) were revised in 2014-15 to align with CCSS. Therefore 2014-15 will serve as a baseline year for analyzing student progress.
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide each classroom and special education teacher with a copy of the CCSS standards and frameworks for English Language Arts and Mathematics</td>
<td>Purchase CCSS standards and Frameworks for each teacher</td>
<td>In process: Purchased CCSS standards for ELA and Mathematics. We did not spend the full amount budgeted due to the unavailability of the ELA &amp; Math Frameworks in 2014-15. The frameworks have not yet been published by CDE.</td>
<td>4000-4999: Books And Supplies Base: $1,769.00</td>
</tr>
</tbody>
</table>

Scope of Service District-wide

- X All
- OR:
  - Low Income pupils
  - English Learners
  - Foster Youth
  - Redesignated fluent English proficient
  - Other Subgroups: (Specify) ______________

<table>
<thead>
<tr>
<th>Scope of Service District-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
</tr>
<tr>
<td>OR:</td>
</tr>
<tr>
<td>Low Income pupils</td>
</tr>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td>Foster Youth</td>
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<tr>
<td>Redesignated fluent</td>
</tr>
<tr>
<td>English proficient</td>
</tr>
<tr>
<td>Other Subgroups: (Specify)</td>
</tr>
</tbody>
</table>

2. Establish math courses in the middle school that ensure students are on a pathway to be college and career ready.

Scope of Service Middle School

- X All
- OR:
  - Low Income pupils
  - English Learners
  - Foster Youth
  - Redesignated fluent English proficient
  - Other Subgroups: (Specify) ______________

<table>
<thead>
<tr>
<th>Scope of Service Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
</tr>
<tr>
<td>OR:</td>
</tr>
<tr>
<td>Low Income pupils</td>
</tr>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td>Foster Youth</td>
</tr>
<tr>
<td>Redesignated fluent</td>
</tr>
<tr>
<td>English proficient</td>
</tr>
<tr>
<td>Other Subgroups: (Specify)</td>
</tr>
</tbody>
</table>

3. Determine indicators of success for English Learners and for students with disabilities

Scope of Service District-wide

- X All
- OR:

<table>
<thead>
<tr>
<th>Scope of Service District-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
</tr>
<tr>
<td>OR:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000-4999: Books And Supplies Base: $1,769.00</td>
</tr>
</tbody>
</table>

A master schedule was developed at OIS that included acceleration pathways at Grade 6, 7, and 8th. Students took a placement test, and were also recommended by parents for consideration into the accelerated courses.

There was no additional cost to develop the master schedule. Base $.00

Fifteen (15) EL students were reclassified. Student progress based on annual CELDT scores, growth in reading levels, trimester writing assessments, active participation in class discussions, Students w/Disabilities: Student progress based on progress to achieve instructional (IEP) goals

There was no additional cost to reclassify students $ .00

There was no additional cost to reclassify students $ .00
<table>
<thead>
<tr>
<th>Low Income pupils</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Redesignated fluent English proficient</th>
<th>Other Subgroups: (Specify)</th>
<th>Students with disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Continue to provide 1/2 day long range planning (LRP) to analyze student data for each K-5 grade level twice a year.</td>
<td>Expenditures to support these actions can be found in the salary, benefit &amp; operating expenditures of the district's general fund budget: $0.00</td>
<td>Each elementary school grade level met in the Fall for Long Range Planning. Due to a shortage of substitutes, the 1/2 day planning was modified at some sites to take place on two or three after school sessions. Due to the substitute shortage, LRP schedules in Feb.-May were reduced.</td>
<td>Teacher Stipends, Substitutes 1000-1999: Certificated Personnel Salaries Base: $6,650.00</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Elementary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
<td>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
</tr>
<tr>
<td>OR:</td>
<td>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
</tr>
</tbody>
</table>

| 5. Continue to align and implement Shared Expectations for Reading, Writing, and Mathematics | $0.00 | The revised Expectations for Reading and Writing were re-introduced at the beginning of the year at each site by the principal and/or curriculum committee members. A preliminary revision to the Mathematics Expectations took place at the Jan. Curriculum Committee meeting. | There was no additional cost to align Expectations $0.00 |

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>District-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
<td>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
</tr>
<tr>
<td>OR:</td>
<td>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
</tr>
</tbody>
</table>

| 6. Continue to develop assessment calendars aligned to CCSS units of study for Reading, Writing, and Mathematics | $0.00 | On March 9, 2015, K-5 grade level teachers revised the Units of Study calendar for 2015-16. Grade levels followed an agreed upon calendar for Mathematics with minor adjustments made, as needed, during the mathematics pilot. Grade 6-8 calendars were completed by June 1, 2015. | There was no additional cost to follow calendars $0.00 |

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>District-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
<td>Low Income pupils English Learners</td>
</tr>
<tr>
<td>OR:</td>
<td>Low Income pupils English Learners</td>
</tr>
</tbody>
</table>


7. Continue to provide a staggered (early/late) day schedule for smaller group instruction in reading, writing, and mathematics

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Elementary Schools Grades K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ All</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>_ Low Income pupils English Learners</td>
<td></td>
</tr>
<tr>
<td>_ Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>_ Other Subgroups: (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

The early/late schedule took place in Grades K-3 beginning on Sept. 23rd, 2014.

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 Base $ .00

8. Continue to administer Fountas and Pinnell reading assessments twice a year to measure growth

<table>
<thead>
<tr>
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<td>_ Other Subgroups: (Specify)</td>
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Teachers, in Grades 1-7 enter assessed student current reading levels using F & P and entered scores into OARS in the Fall and Spring. Entering Reading Level scores into OARS twice a year is not new, but has been our practice for the past 5+ years. This data allows teachers to look back at student practice and analyze student-reading growth not only over months but also over years and create differentiated reading opportunities for all students.

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 to assess students. 1000-1999:Certificated Personnel Salaries Base $ .00

9. Continue to Increase nonfiction text in classroom leveled libraries based on Inventory and need

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<th>Scope of Service</th>
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During the 2014-15 school year schools were allocated CCSS funds to build their current classroom libraries, with an emphasis on nonfiction texts. Books purchased also enhanced specific current reading and writing units that teachers are using, aligned to CCSS.

4000-4999: Books And Supplies 7405 CCSS $37, 230
<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>District-wide</th>
<th>Scope of Service</th>
<th>K-8 ELA</th>
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<td>Other Subgroups: (Specify)</td>
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</table>

10. Continue to provide EL teacher to deliver additional services to identified EL students

Employee Benefits
Supplemental $10,569.00
Base $10,451.00
1000-1999: Certified Personnel Salaries:
Supplemental $31,525.00
Base $34,153.00

In 2014-15, EL teacher administered the CELDT to 80 students, served 31 students at 5 sites, reclassified 15 students, held 23 parent conferences, LCAP parent meetings, and was a member of each school's Student Study & IEP Teams for a total of 10 students.

11. Continue to provide initial and annual CELDT test to students identified on Home Language Survey

Administer CELDT.
$ .00

80 students were administered the CELDT test throughout the school year.

12. Engage EL parent participation in annual parent meetings for LCAP with EL specialist.

Schedule parent meetings ($ .00)

A parent meeting took place on April 23, 2015.

Supplemental: 0787
Title III LEP: 4201
Title III IM: 4203
Parcel Tax: 9105
13. Continue to support classroom teachers in providing (Tier I and Tier II) differentiated instruction in the classroom; Provide students with access to online reading support program for practice in vocabulary and reading comprehension

Purchase & implement Lexia Program for 3 years
Other $ 8,900

The Lexia Program was identified for K-6 and EI students. Purchased a three-year license of 100 seats for the Lexia Program through June 2017.

5800: Professional Consulting Services & Expenditures
7405: CCSS $8,900

14. Continue to engage speech therapists to provide individual instruction on phonemics, pronunciation, and articulation

Expenditures to support these actions can be found in the salary, benefit & expenditures of the district’s general fund budget: $ .00

A combined total of 126 students received language and speech services by 2.4 FTE speech therapists.

5000-5999: Services And Other Operating Expenditures
Base $255,460.00

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

1. In the 2014-15 LCAP plan, only those actions and services funded by supplemental funds were referenced. The Annual Update includes estimated actuals for the 2014-15 LCAP to present a more complete picture based on the latest state guidance. For the 2015-16 LCAP, the district will include Base funding along with supplemental/concentration and other funding sources that support improving student outcomes.

2. Since the CDE Frameworks were not available for purchase in 2014-15, we did not spend all of the funds. We will carry this action into 2015-16.

3. Based on stakeholder input, for 2015-16 actions and services have been combined for communication clarity. The F & P assessment schedule will be included in the annual assessment calendar and not be listed as a separate action for 2015-16.
4. The following 2014-15 action(s)/service(s) # 5, 6, 8, 10, and 11 are embedded practices that will continue to improve student achievement. These actions have been modified and/or combined for 2015-16. Action #7 is an embedded schedule that will continue, but has been removed from LCAP for 2015-16.

5. Action # 9 has been completed and has been removed for 2015-16.

6. Metrics have changed to align with the state metrics for measuring outcomes for the LCAP in 2015-16.

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 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8
COE only: 9 _ 10 _
Local: Specify District Goals, Curriculum Plan, Technology Plan

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. Teachers provided frequent and structured opportunities to meet collaboratively to focus on integration of CCSS. (2a,b)
2. Common grade level instruction and assessment calendars will be aligned to CCSS units of study for Reading, Writing, and Mathematics (1b, 7a))
3. A professional cohort of 15 teachers will have been trained with the BaySci Project (2a,b)

Actual Annual Measurable Outcomes:
1. 159 teachers have participated in staff development training including weekly common planning time. Sixty two (62) teachers have facilitated structured opportunities for colleagues to engage in collaborative trainings for integration of CCSS.
2. The K-8 Shared Expectations for Reading and Writing were revised in April 2014 and all grade levels are using a common assessment calendar for Reading, Writing, and Mathematics.
3. Eleven (11) K-5 teachers, representing each elementary school participated in the BaySci Professional Development Institutes at the Lawrence Hall of Science.
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to ensure new teachers joining Orinda complete state BTSA requirements.</td>
<td>0001-0999: Unrestricted: Locally Defined Other $23,157</td>
<td>Completed: The BTSA program included 12 new teachers and 10 BTSA mentors.</td>
<td>1000-1999: Certificated Personnel Salaries</td>
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<td>0392 Tier III: By June 30, expected to spend $23,157</td>
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<td>Other Subgroups: (Specify)</td>
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<tr>
<td>2. Continue to provide staff development for reading and writing through Teachers College Reading and Writing Project</td>
<td>Provide differentiated training. $0.00</td>
<td>Fourteen (14) teachers participated in the OUSD Mini-Institute held on 3 Saturdays with in class coaching support between January &amp; April 2015. Ten (10) Grade 3-5 teachers participated in the Columbia Distance Learning Project.</td>
<td>Columbia Trainer for K-5 Teachers Distance Learning Trainer-Grade 3-5 5800: Professional &amp; Consulting Services And Expenditures 7405 CCSS: $15,100 Teacher Participation 1000-1999: Certificated Personnel Salaries 7405 CCSS $5,750</td>
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<td>茉莉:</td>
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<tr>
<td>3. Structure professional learning experiences for teachers to share innovative practices; Utilize teachers to lead staff development</td>
<td>Expenditures to support these actions can be found in the salary.</td>
<td>In Progress: Sixty-two (62) teachers facilitated workshops for colleagues</td>
<td>1000-1999: Certificated Personnel Salaries</td>
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<td>7405 CCSS $12,000.00</td>
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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: $ .00

Completed: Provided August orientation to 20 teachers. Two District coaches provided ongoing classrooms and coaching support.

5. Continue to provide monthly training to principals to support teachers implementing CCSS in their work with all students and parents

Expenditures to support these actions can be found in the salary, benefit & operating expenditures of the district’s general fund budget: $ .00

Training topics:

- Complaints: 2/5
- CAASPP: 11/5, 12/10, 1/14, 3/2
- Science 10/27, 4/20
- Mathematics: 11/17

Trainings provided during regularly scheduled monthly Leadership Team training dates with no additional cost for these trainings $ .00

Literacy & Technology Coaches provided ongoing training support within the regular school day

1000-1999: Certificated Personnel Salaries

7405 CCSS: $ 5,704.00
6. Continue to provide ongoing Mathematics coaching and training including professional learning with the Silicon Valley Math Initiative

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Expenditures to support these actions can be found in the salary, benefit & operating expenditures of the district's general fund budget: $ .00

Two teachers participated in Leadership & Coaching Institutes on scholarship. OIS Math teachers attended monthly collaboration sessions during the year.

7. Continue to provide three (3) full and two 1/2 day professional development days to all teachers in the district annually

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Expenditures to support these actions can be found in the salary, benefit & operating expenditures of the district's general fund budget: $ .00

On the Road with Common Core was the theme of the annual trainings held this year on Aug. 22, Aug. 29, Jan.26, Feb. 27, and Mar. 9

8. Provide summer training opportunities in Math, Science, and Technology

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Expenditures to support these actions can be found in the salary, benefit & operating expenditures of the district's general fund budget: $ .00

Summer 2014 trainings:
Science: July 28-Aug. 1: 7 teachers
Technology: Aug. 18-20: 26 teachers
Mathematics: Aug. 18-20: 16 teachers

Summer 2015 trainings:
Technology: June 15-19: 72 teachers
Mathematics: June 19-24 44 teachers

5800: Professional & Consulting Services And Operating Expenditures
7405 CCSS: $5,000

29 Orinda Teacher Facilitators (see action 3 above) and Contracted Services
5800 Contracted Services
1000-1999: Certificated Personnel Salaries
7405 CCSS $10,000.00

Summer 2014
1000-1999: Certificated Personnel Salaries
7405 CCSS $6,343

Summer 2015:
5800: Professional & Consulting Services & Operating Expenditures
7405 CCSS $4,675
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<tr>
<td>9. Provide teacher training in the use of data management tools for assessment and analysis of student achievement progress.</td>
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<td>OARS three-day training</td>
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<td>Scope of Service</td>
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<td>Expenditures to support these actions can be found in the salary, benefit &amp; operating expenditures of the district's general fund budget: $100.00</td>
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<tr>
<td>10. Provide professional development on the revised ELA/ELD Frameworks with a focus on EL students.</td>
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<td>Literacy Coach, EL Specialist, and Director of Curriculum attended training of trainers sessions at CCCOE</td>
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<td>Scope of Service</td>
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<td>7405 CCSS: $100.00</td>
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11. Provide classroom and resource teachers with training in the new state ELA/ELD framework

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Expenditures to support these actions can be found in the salary, benefit & operating expenditures of the district’s general fund budget: $ .00

The ELA/ELD Frameworks were made available in late Spring 2015. At this time, the Director of C & I, Literacy Coach and EL Specialist participated in an introductory workshop.

5000-5999: Services And Other Operating Expenditures
7405 CCSS: $100.00

12. Continue to provide training with a focus on grammar and word tenses; academic language and vocabulary development; conferring with EL Learners

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$ .00

In process: To be completed along with training on ELA/ELD Frameworks

See Goal 2 #2 above

5000-5999: Services And Other Operating Expenditures
1000-1999: Certificated Personnel Salaries $.00

13. Provide classroom and resource teachers with training in web-based intervention programs

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$ .00

Lexia trainings were provided districtwide with additional sessions at SH and WR. Jan/Feb/March

5800:Professional & Consulting Services Complimentary $.00
<table>
<thead>
<tr>
<th>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</th>
</tr>
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</table>
| 1. In the 2014-15 LCAP plan, only those actions and services funded by supplemental funds were referenced. The Annual Update includes estimated actuals for the 2014-15 LCAP to present a more complete picture based on the latest state guidance. For the 2015-16 LCAP, the district will include Base funding along with supplemental/concentration and other funding sources that support improving student outcomes.  
2. Since the CDE Frameworks were not available for purchase in 2014-15, we had limited training this year. We will carry this action into future trainings for 2015-16.  
3. Through the District Curriculum Committee, teachers were surveyed this year for staff development needs. These results will be used to prioritize training topics for 2015-16. |
**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 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X
COE only: 9 _ 10 _

Local : Specify District Goals, Curriculum Plan, Technology Plan

**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. A District Science Vision will be completed (1b, 2a, 8)
2. Students will meet or exceed proficiency on the 2014 CAASPP Science Tests (4a)

**Actual Annual Measurable Outcomes:**
1. The K-8 Science Articulation Team, comprised of fifteen (15) elementary and secondary teachers completed the district Science Vision for implementation of NGSS. This Vision was introduced to all teachers on January 26th, 2015, and is posted on the district website.
2. Students demonstrated an increase in performance on the state Science test:
   - Grade 5: 97% scored advanced/proficient in 2014 compared to 96% in 2013.
   - Grade 7: 94% scored advanced/proficient in 2014 compared to 91% in 2013.

**LCAP Year: 2014-15**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
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</thead>
<tbody>
<tr>
<td>1. Continue science K-8 Articulation Committee to develop Science Vision for implementation of the Next Generation Science Standards, Practices, and Frameworks</td>
<td>Complete Science Vision. $ .00</td>
<td>Completed: The K-8 Science Articulation Team, comprised of fifteen (15) elementary and secondary teachers completed the district Science Vision for implementation of NGSS. This Vision was introduced to all teachers on January 26th, 2015, and is posted on the district website.</td>
<td>Afterschool training &amp; vision development with BaySci technical support1000-1999: Certificated Personnel Salaries CCSS 7405: $985.00</td>
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<td>Scope of Service</td>
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| X All | OR: 
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify) |

2. Continue BaySci Partnership

- Expenditures fully funded through BaySci foundation grants $ .00
- Eleven (11) K-5 teachers, representing each elementary school participated in the BaySci Teacher Leadership Academy and Masters Institutes at the Lawrence Hall of Science. Three District Leadership Trainings were attended by the SH principal, OIS principal, Director of Curriculum & Superintendent.

3. Update current adopted FOSS program to align with NGSS

- Expenditures to support these actions can be found in the salary, benefit & operating expenditures of the district’s general fund budget: $ .00
- In process: Two (2) new units were purchased for review for Grade 3. New program is not yet available for K-2.

4. Research adoption of new Science program

- Expenditures to support these actions can be found in the salary, benefit & operating expenditures of the district’s general fund budget: $ .00
- In process: Eight (8) New Units of Study for Science (FOSS) were purchased for review/pilot in grades 4-6.
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<tr>
<th>Scope of Service</th>
<th>District-wide Grades 4-8</th>
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<td>X All</td>
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<tr>
<td>OR:</td>
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<tr>
<td>- Low Income pupils</td>
<td>English Learners</td>
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<tr>
<td>- Foster Youth _ Redesignated fluent English proficient</td>
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<tr>
<td>Other Subgroups: (Specify) ________________</td>
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</tr>
</tbody>
</table>

5. Provide a K-8 Parent Education Night on the Next Generation Science Standards

Expenditures to support these actions can be found in the salary, benefit & operating expenditures of the district’s general fund budget: $ 0.00

A K-8 Parent Education Night for Science took place on November 5, 2014 with 58 parents and 9 staff in attendance.

6. Align science courses to CCSS and Next Generation Science Framework (NGSS) by 2015-16

Expenditures to support these actions can be found in the salary, benefit & operating expenditures of the district’s general fund budget: $ 0.00

In process: The Science and Engineering Practices were infused into the curriculum for all grades. 6th grade, alignment to NGSS occurred with the implementation of two new units: Weather & Water and Earth History. In 7th and 8th grades, the Science and Engineering practices are being implemented within current curriculum. Content alignment is a work in progress at all grade levels.

Additional costs are listed in Goal #2 and Action #4 above. $ 0.00

7. Provide a concentrated focus on science terms, academic language and vocabulary development

Utilize Science Notebooks. $0.00

Purchased 160 science notebooks for student and teacher use to align CCSS Science/Literacy standards and NGSS.

4000-4999: Books And Supplies
7405 CCSS: $135.00
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

1. In the 2014-15 LCAP plan, only those actions and services funded by supplemental funds were referenced. The Annual Update includes estimated actuals for the 2014-15 LCAP to present a more complete picture based on the latest state guidance. For the 2015-16 LCAP, the district will include Base funding along with supplemental/concentration and other funding sources that support improving student outcomes.

2. The 2014-15 LCAP references the Third Edition FOSS Program. This will be changed for 2015-16 due to a more recently aligned program to NGSS that is in development by FOSS. The 2015-16 LCAP references the Next Generation FOSS Program.
### 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:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE only:</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Local:** Specify District Goals, Curriculum & Technology Plans

---

### 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. Designated safety projects will be made a priority (1c, 3a)
2. Curriculum Plan actions (age 19) will be in process (6c)

### Actual Annual Measurable Outcomes:

1. Safety Projects completed at each school were presented to the Board in a report in August 2014.
2. Curriculum Plan progress was reviewed by the Curriculum Committee in March 2015. All actions listed are on target for completion by 2016.

---

### LCAP Year: 2014-15

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to install safety features and other recommended safety projects at school sites</td>
<td>Expenditures to support these actions can be found in the salary, benefit &amp; operating expenditures of the district’s general fund budget: $ .00</td>
<td>Completed work orders and priority projects as identified for 2014-15.</td>
<td>6000-6999: Capital Outlay Pulte Fund 40: $860,588.00</td>
</tr>
<tr>
<td>2. Examine annual calendar to maximize attendance;</td>
<td>$ .00</td>
<td>The 2015-16 approved calendar was developed given No cost to develop</td>
<td></td>
</tr>
</tbody>
</table>

#### Scope of Service

- **District-wide**
  - X All
  - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) ___________

- **District-wide**
  - X All
  - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) ___________
research incentives to reduce tardiness and maintain attendance rates

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>District-wide</th>
</tr>
</thead>
</table>
| X All             | Low Income pupils _ English Learners
|                  | Foster Youth _ Redesignated fluent English proficient
|                  | Other Subgroups: (Specify) _______________ |

3. Continue to provide a parent education evening in the Speak Up Be Safe Program

Expenditures to support these actions can be found in the salary, benefit & operating expenditures of the district's general fund budget: $ .00

A K-8 Parent Education Night took place at OIS on Sept. 24, 2014 with 31 parents and staff in attendance.

Costs included in #4 below: $ .00

4. Continue to implement Year 2 of the Speak Up Be Safe Program to all students in first, third, fifth, and sixth grade

$ .00

40 classrooms with a total of 849 students have received instruction so far in Grades 3, 5, and 6. First grade student lessons are taking place in May. 4 parent opt outs were received this year. 44 Parent Surveys have been received, and are still in process.

5. Assess the Think First Program for inclusiveness and effectiveness as outlined in Curriculum Plan.

Expenditures to support these actions can be found in the salary, benefit &

In progress: The 4th & 5th grade program was revised to include additional lessons on Bullying. Seven (7) parent coordinators, 40 parent volunteers, primary and upper grade teachers implemented 10+ lessons between Oct. -
operating expenditures of the district’s general fund budget: $ .00

May. Additional school posters were purchased.

Certificated Personnel Salaries Base $1,090.00

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Elementary Schools, Grades 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
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<tr>
<td>OR:</td>
<td></td>
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<tr>
<td>_ Low Income pupils _ English Learners</td>
<td></td>
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<tr>
<td>_ Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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<tr>
<td>_ Other Subgroups: (Specify) ________________</td>
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</tr>
</tbody>
</table>

6. Continue to communicate progress updates to parents; Conference with parents following testing

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>District-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
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<tr>
<td>_ Low Income pupils X English Learners</td>
<td></td>
</tr>
<tr>
<td>_ Foster Youth X Redesignated fluent English proficient</td>
<td></td>
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<tr>
<td>_ Other Subgroups: (Specify) ________________</td>
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</tr>
</tbody>
</table>

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

1. In the 2014-15 LCAP plan, only those actions and services funded by supplemental funds were referenced. The Annual Update includes estimated actuals for the 2014-15 LCAP to present a more complete picture based on the latest state guidance. For the 2015-16 LCAP, the district will include Base funding along with supplemental/concentration and other funding sources that support improving student outcomes.
**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 _ 2 _ 3 X 4 _ 5 X 6 _ 7 X 8 X
COE only: 9 _ 10 _
Local: Specify District Goals, Technology Plan, Curriculum Plan

**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. Technology Plan actions for 2014-15 completed (5a, 7a,b,c,)
2. Student data usage (3a, 8a)

<table>
<thead>
<tr>
<th>LCAP Year: 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned Actions/Services</strong></td>
</tr>
<tr>
<td>Completed: Upgrades to bandwidth and firewall</td>
</tr>
<tr>
<td>Completed: A Technology Purchase Plan was completed and distributed to Parents Clubs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Actual Actions/Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bandwidth: $22,200 annually</td>
</tr>
<tr>
<td>Firewall: $17,000 one-time Base $39,200.00</td>
</tr>
<tr>
<td>No cost to complete Plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Scope of Service</strong></th>
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</thead>
<tbody>
<tr>
<td>District-wide</td>
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<tr>
<td>X All</td>
</tr>
<tr>
<td>OR:</td>
</tr>
<tr>
<td>Low Income pupils _ English Learners</td>
</tr>
<tr>
<td>Foster Youth _ Redesignated fluent English proficient</td>
</tr>
<tr>
<td>Other Subgroups: (Specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Estimated Actual Annual Expenditures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.00</td>
</tr>
<tr>
<td>$0.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Budgeted Expenditures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures to support these actions can be found in the salary, benefit &amp; operating expenditures of the district’s general fund budget: $0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Follow Tech Plan priorities.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.00</td>
</tr>
<tr>
<td>Scope of Service</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>X All OR:</td>
</tr>
</tbody>
</table>

3. Continue to implement age appropriate lessons for digital citizenship: $0.00
   In progress: Lessons were specifically identified by grade level teachers in 2014 using the Common Sense Media online program. These lessons are accessible through the OUSD online Teacher Home Page. These lessons were further discussed with grade levels at the March 9, 2015 staff development day, and refresher trainings will be provided to teachers in a workshop setting in June and August 2015. There was no additional cost to implement lessons. $0.00

4. Provide online access to instructional materials, including digital materials that are aligned to CCSS: $0.00
   A resource page for teachers and staff called the OUSD Home Page provides quick access to digital materials to support CCSS instruction. No additional costs to maintain resource page. $0.00

5. Develop K-8 grade level Shared Experiences (expectations) for students to become proficient when working with technology: Develop Shared Expectations. $0.00
   K-8 grade level Common Technology Experiences have been developed for students to have similar experiences when working with technology and to provide teachers with consistent goals when infusing technology. 5 Orinda teacher facilitators 1000-1999: Certificated Personnel Salaries 7405 CCSS: see action 3 for cost.
<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
<th>District-wide</th>
<th>Subgroups</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Engage students in Project-based Learning (PBL)</td>
<td>X All</td>
<td>All</td>
<td>Low Income pupils  English Learners</td>
<td>Get students engaged in PBL. No cost for training Base $ .00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR: Low Income pupils  English Learners</td>
<td>Foster Youth  Redesignated fluent English proficient</td>
<td>Prof. development was provided to teachers during our staff dev. day on Aug. 22, 2014 by Next lesson.org.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR: Low Income pupils  English Learners</td>
<td>Foster Youth  Redesignated fluent English proficient</td>
<td>Other Subgroups: (Specify)</td>
</tr>
<tr>
<td>7. Improve the keyboarding skills for students using current resources</td>
<td>X All</td>
<td>All</td>
<td>Low Income pupils  English Learners</td>
<td>Completed: Grade Level expectations for keyboarding were developed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR: Low Income pupils  English Learners</td>
<td>Foster Youth  Redesignated fluent English proficient</td>
<td>Other Subgroups: (Specify)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scope of Service</td>
<td>District-wide</td>
<td>1000-1999: Certificated Personnel Salaries 7405 CCSS: $2,100.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X All</td>
<td>Low Income pupils  English Learners</td>
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<tr>
<td></td>
<td></td>
<td>OR: Low Income pupils  English Learners</td>
<td>Foster Youth  Redesignated fluent English proficient</td>
<td>Expenditures to support these actions are in salary and operating expenditures of the district's general fund budget to assess equipment needs &amp; complete work orders $ .00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR: Low Income pupils  English Learners</td>
<td>Foster Youth  Redesignated fluent English proficient</td>
<td>A new work order ticketing system was implemented to complete work orders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td>Other Subgroups: (Specify)</td>
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<tr>
<td></td>
<td></td>
<td>Scope of Service</td>
<td>District-wide</td>
<td>5000-5099 Services and Other Operating Costs. Base $ 815.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X All</td>
<td>Low Income pupils  English Learners</td>
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<td></td>
<td>OR: Low Income pupils  English Learners</td>
<td>Foster Youth  Redesignated fluent English proficient</td>
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</tbody>
</table>
9. Provide outreach to parents regarding technology expectations and opportunities for family engagement that includes a focus on targeted subgroups.

<table>
<thead>
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<th>Scope of Service</th>
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</tbody>
</table>

Information was provided at Parent Club meetings, Coordinating Council meetings, and LCAP Information sessions.

No additional cost to meet with parents $ .00

10. Continue to provide assistive technology to special education students as identified in their IEP goals.

<table>
<thead>
<tr>
<th>Scope of Service</th>
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<tbody>
<tr>
<td>X All</td>
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</tr>
<tr>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
</tr>
</tbody>
</table>

Four (4) students were provided with dedicated assistive technology.

6000-6999: Capital Outlay Base: $25,000

11. Provide EL students with access to online web-based reading program in school and at home

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Elementary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>Low Income pupils</td>
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</tr>
<tr>
<td>Foster Youth _ Redesignated fluent English proficient</td>
<td></td>
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</tbody>
</table>

Expenditures to support these actions can be found in the salary, benefit & operating expenditures of the district's general fund budget: $ .00

All EL students were provided access to the online reading support program, Lexia, for practice in vocabulary and comprehension in school and at home.

5000-5999: Services And Other Operating Expenditures
7405 CCSS: See Goal #1, Action #14 for cost expenditure

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

1. In the 2014-15 LCAP plan, only those actions and services funded by supplemental funds were referenced. The Annual Update includes estimated actuals for the 2014-15 LCAP to present a more complete picture based on the latest state guidance. For the 2015-16 LCAP, the district will include Base funding along with supplemental/concentration and other funding sources that support improving student outcomes.
2. Due to substitute shortages, grade level Tech Talk trainings, previously offered during the school day, will be offered through a different format yet to be determined based on funding and need.

3. There is a need to standardize the use of online instructional materials with a district protocol for purchasing online supplemental programs for classroom instruction. To continue to provide equity and access to the same instructional materials across the district, an instructional review team comprised of teacher reps from both OTAC and the Curriculum Committee will be included in the 2015-16 actions to identify specific programs that meet criteria for purchase across the district.

4. For 2015-16, EL students have been added to Action #8 for assistive technology that includes ensuring deployment is a priority for our EL and special needs students.
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 school site 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.)

<table>
<thead>
<tr>
<th>Total amount of Supplemental and Concentration grant funds calculated:</th>
<th>$43,936</th>
</tr>
</thead>
</table>

The Orinda Union School District has an unduplicated count of 26 students as of Census Day (Oct. 1, 2014) or 1.13% 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 $43,936 in 2015-16, $41,482 in 2016-17, $40,231 in 2017-18 and $40,473 when we are fully funded in 2020-21. Our LCAP provides increased services to our unduplicated pupils that exceed the proportionality requirement of .25. 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 and local parcel tax funding.

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.

| .25 % |

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 second 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.
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 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).

01-13-15 [California Department of Education]