LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oakland Unified
CDS Code: 01612590130617
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Katherine DeVinna, Director of Academic Performance

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

**Budget Overview for the 2019-20 LCAP Year**

This chart shows the total general purpose revenue Oakland Unified expects to receive in the coming year from all sources.

The total revenue projected for Oakland Unified is $11,435,933, of which $5,204,470 is Local Control Funding Formula (LCFF), $2,389,732 is other state funds, $541,543 is local funds, and $3,300,188 is federal funds. Of the $5,204,470 in LCFF Funds, $1,189,971 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Oakland Unified plans to spend $11,169,942 for the 2019-20 school year. Of that amount, $4,722,025.00 is tied to actions/services in the LCAP and $6,447,917 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Used for day to day operations and facility upkeep

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Oakland Unified is projecting it will receive $1,189,971 based on the enrollment of foster youth, English learner, and low-income students. Oakland Unified must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Oakland Unified plans to spend $0 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

The services provided will assist the students in being prepared educationally
**LCFF Budget Overview for Parents**

**Update on Increased or Improved Services for High Needs Students in 2018-19**

<table>
<thead>
<tr>
<th>Current Year Expenditures: Increased or Improved Services for High Needs Students</th>
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<tbody>
<tr>
<td>☐ Total Budgeted Expenditures for High Needs Students in the LCAP</td>
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<td>$-</td>
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<tr>
<td>☐ Estimated Actual Expenditures for High Needs Students in LCAP</td>
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<td>$-</td>
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This chart compares what Oakland Unified budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oakland Unified estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Oakland Unified's LCAP budgeted $0 for planned actions to increase or improve services for high needs students. Oakland Unified estimates that it will actually spend $0 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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<tbody>
<tr>
<td>Oakland Unified</td>
<td>Katherine DeVinna Director of Academic Performance</td>
<td><a href="mailto:kdevinna@omiacademy.org">kdevinna@omiacademy.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(510) 594-3996</td>
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

THE OMI STORY

The Oakland Military Institute College Preparatory Academy (OMI), in partnership with the California National Guard, provides a comprehensive college-preparatory program for students in grades 6 through 12 in West Oakland. Students travel from across the Bay Area, and from as far away as Stockton, to attend OMI.

Preparing Students for College and Careers

OMI is committed to preparing each of our enthusiastic and capable students to succeed in college and the workplace, wherever their passions lead them. Our educational programs are built around our “Four Pillars for Success”—academics, leadership, citizenship, and athletics. To guide students to success in each of these pillars, OMI, and National Guard educators:

Students are given the support they need to become college ready. Among seniors, 100% graduated when we include our summer graduates. Among our graduates, 81% have already been admitted to four-year colleges and universities.

Address Each Student’s Challenges. Many of our students first enroll in OMI with skills far below grade level, based on both state and OMI assessments 86 percent of new OMI students in grades 6 through 12 were reading at levels that are not on track for college or career. To track each student’s progress throughout the year, we follow the initial reading assessment with reading assessments at the beginning of each school year mid-year and at the end of the school year for all cadets. We are committed to improving student reading skills in preparation for the rigors of college and the workplace.
Based on our student-by-student and schoolwide analysis of OMI’s state and local data, we will take the following actions to help students improve their reading and mathematics skills:

- Continue to assess each student’s reading skills at the beginning of the year, mid-year and at year-end.
- Employ research-validated NewsELApro to improve each student’s reading skills in each grade throughout the curriculum.
- Hire one full-time reading specialist to provide support to small groups and individual cadets to improve their reading skills in each grade.
- Add six instructional assistants to work with the middle school classrooms in both ELA and mathematics.
- Provide training and support for all teachers using RevolutionK12 mathematics to accurately assess each student’s skill needs and to target instruction to improve their performance.
- Add one full-time math instructor to lower class size at the high school level.
- Add one full-time Director of Academic Performance and one full-time Data Officer to allow us to make better-informed data-driven decisions to support student achievement in all grades.
- Enhance OMI’s afterschool programming by adding STEM (digital media design, music engineering), culinary, and other high-interest classes designed to increase student engagement in school.
- Improve the tracking of OMI data for all program through the development of schoolwide tracking protocols, the addition of a full-time data officer and a full-time director of academic performance and the continued refinement of OMI’s newly developed data database.

Train Tomorrow’s Leaders. Our academic program is inextricably intertwined with our leadership training program. Our civilian administrators, teachers and staff work arm-in-arm with the personnel of the California National Guard who serve full time as educators on our campus. Each student, called a cadet, wears a uniform to school and receives rigorous leadership training from National Guard instructors. The National Guard staff also assists teachers in the academic development of the cadets. To prepare students for success at OMI, the Guard personnel work closely with civilian administrators, teachers, and staff to:

Run an Intensive Camp for All New Students. National Guard staff, with assistance from civilian staff, provides 7 days of intensive training at Camp San Luis Obispo for each new OMI student. This camp experience, along with subsequent opportunities for similar intensive leadership training throughout their careers at OMI, results in skills and dedication integral to each student’s success. This year OMI has expanded the requirement for current cadets to attend camp as a way to further set OMI’s core values, self-discipline and leadership to improve their capacity to lead the way for the new candidates.

At this residential camp experience, students learn:
- Fundamental military skills such as marching, military courtesy, California Cadet Corps history and traditions.
- The military structure of the school and enables them to fit in with the school culture upon enrollment.

Lead Students in Daily Drills. Each morning, students start their day in formations with their assigned companies. Each of OMI’s four companies consists of students from every grade level. These daily drills teach students, for example, to:
• Take personal-responsibility by, for example, raising the flag, addressing the cadet population with announcements, providing leadership for their own company.
• Follow basic military orders.
• Follow military courtesies.
• Take leadership responsibility and demonstrate commitment as an active member of their company.

Teach Leadership Classes. All students attend five hours of leadership classes each week, preparing them for the responsibilities, challenges, and satisfaction they will experience while at OMI and after graduating. In these classes, students:
• Improve their formal writing skills; cadets are required to write one formal essay weekly.
• Study military history.
• Master CPR/first-aid skills.
• Learn healthy lifestyles.
• Practice military courtesies.

Develop Engaged Citizens. We encourage and help students to become respected and productive citizens, at school and in their communities. To this end, our civilian and military staffs provide multiple opportunities for cadets to demonstrate positive citizenship by:
• Wearing properly cared for uniforms correctly.
• Participating in daily formation.
• Participating in quarterly Pass in Review military exercises.

Cadets who struggle with proper citizenship on campus are provided multiple interventions to improve behavior. OMI has both a restorative justice department and formal discipline progress that leads to a disciplinary hearing if needed. OMI works closely with stakeholders including the office of Charter School with OUSD to ensure every child is provided opportunity to restore the wrongs they may have engaged in while balancing that with children who have not responded to OMI's intervention and the discipline process needs to be elevated.

Involve ALL Students in Athletics and Other Competitions. Whether marching in drill competitions and parades or competing for championships in team sports, OMI students all develop physical and social skills to become healthy and successful. A small school, OMI is able to provide opportunities for all students to participate and compete in:
• JV Football
• Varsity Football
• Varsity (Girls) Soccer
• X-country Track
• Boys Varsity Basketball
• Girls Varsity Basketball
• Varsity Boys Soccer
• Varsity Girls Volleyball
• Outdoor Track
• Softball
• Baseball
• Boys Volleyball
• Boys JV Basketball
• Military Competitions
• Military Parades
The Local Control and Accountability Plan (“the Plan”) is mandated by the state as the standardized vehicle for addressing state priorities and local goals. It identifies the most effective actions and services to meet those goals, as well as accounting for the LCFF supplemental expenditures and indicators for monitoring student progress. The plan includes a description of annual goods for all pupils, and for each pupil subgroup as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Section 3A and 3B). The LCAP is not intended to serve as the school’s strategic plan.

OMI’s LCAP consolidates the school’s strategic goals for excellence into the following three overarching LCAP goals:

LCAP Goal 1: Provide high-quality classroom instruction and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success while fostering a sense of self-discipline in all cadets.

LCAP Goal 2: Ensure OMI have safe, welcoming and inclusive climates for all cadets and their families so that all cadets are in their classes ready to learn.

LCAP Goal 3: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our cadets.

These “big” goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for ALL cadets and subgroups of cadets by special circumstance (low income, English Learners, foster youth, cadets with disabilities) and by ethnicity (African-American, Latino). The sub-goals guide the actions OMI implements to improve overall student achievement through strong instruction provided by credentialed teachers using research-based strategies in a safe school environment. The main goal of improved student achievement as measured by performance on SBAC and local OMI assessments and other state-mandated metrics is support by strong student services, culturally relevant practices, strong family engagement and involvement, and equitable allocation of funds to direct student services. Within each of the three big goals and the five subgoals, OMI is embedding professional development for all staff to build capacity and provide regular and ongoing training in order to reach our goals culminating in an increase of academic performance for every OMI cadet.

Sub-GOAL 1 - Effective Instruction, Challenging Curriculum, Aligned Assessments: Increase the academic achievement of all cadets through aligned effective instruction, a challenging and engaging curriculum, aligned assessments while fostering self-discipline in all cadets.

Sub-GOAL 2 - Engage Cadets and Eliminate Barriers: Implement strategies to engage cadets in their learning and interventions to eliminate barriers to student success and demonstrate college and career readiness through researched-based instructional strategies and school-wide aligned programming.

Sub-GOAL 3 - Involve Families and Communities: Establish partnerships with our families and community to increase academic success for all cadets.

Sub-GOAL 4 - Ensure Culturally Relevant practices in all areas of service to cadets and their families.: Ensure that all systems are culturally and linguistically responsive to the needs of our cadets and their families.
Sub-GOAL 5 - Generate and Equitably Allocate Resources: Generate and equitably allocate resources for programs and services that enable every student to succeed.

A summary of our big-picture items for improving our student performance are:

Redesign of Middle School model

Ensure students are receiving personalized learning (smaller groups/ workshops)
Add more reading instruction/intervention time
Design a small group reading rotation that fits in a 40-minute block
ELA Regular
Pearson (or) Navi Core Lit
ELA
Guided Reading Discussion (20)
Pre-Reading (20)

Collecting & Using Data (Data-Driven Instruction)

Design and implement weekly formative assessments (bi-weekly in ELA)
Look into Illuminate DNA
Develop goals/targets with teachers
Have a common data entry expectation so leadership has access to all weekly formative assessment data
Show your work initiative (for better collection of student samples)

Planning & Implementing Rigorous Instruction

PD on unpacking Common Core standards and creating assessment exemplars
Have a data binder for each teacher that houses all unpacking, assessments exemplars, and student work samples
Assessment Exemplar
Unpacking Know/Show
Data 1 pager on each assessment
Student samples (cusp kids)

Instructional & Leadership Coaching

Build consistency in expectations through coaching
1:1 coaching session will be more focused on Intellectual Prep (IP) and Looking at Student Work (LASW)
Improve and develop Live Coaching protocols for classroom culture and management coaching, as well as coaching for academic rigor
Coaches will hold regular data meetings with teachers
Leadership will divide up coaching load and calendar weekly coaching meetings (Director of Academic Performance, Principals, MS coach & data coach)
Utilize TeachBoost to align, track and share instructional coaching.

Intervention Plan
Design after-school intervention
Develop a databank of all students, by cohort, whose data meets criteria of concern
Collect weekly samples from watchlist students, to analyze their individual misconceptions and address them appropriately through reteaching and interventions
Select and implement after-school intervention materials based on the specific skill gaps
Select and implement summer intervention materials based on the specific skill gaps
Adaptive software for reading (ie. Reading Plus)
Adaptive software for math (ie. ALEKS)
Second ELA Block
Guided Reading (20)
NewsELA Pro (20)
After School ELA intervention
Corrective Reading (30)
Math (30)
Add adaptive software
NewsELA Pro
ALEKS

Culture Building Staff and Classroom
Professional development around excellence in their profession
Leadership needs to be united in three core values explicit in their actions and accountability for staff
Maintain positive staff culture throughout new implementations by ensuring the rate of programmatic change is appropriate
Maintain positive staff culture throughout new implementations by ensuring appropriate supports are in place for all new initiatives
Initiate morning huddle to fuel positive staff culture and reinforce best practices
Build common management expectations
Hold robust training around those expectations prior to the first day of school
Perform weekly classroom walkthroughs using agreed-upon expectations (non-neogotionables)
Coach teachers regularly around student culture, and differentiate by teacher need

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

Greatest Progress
Reviewing the California Department of Education Dashboard and local data, OMI has identified the following areas of progress based on data from the 2017 - 2018 school year:

OMI’s attendance rate is high. Reviewing local attendance data, 96% of OMI cadets attend school on a regular basis allowing them the time in class to continue their academic achievement.
Areas of Success:
1. Chronic absenteeism rate is low at 2.5%
2. Suspension rate is low 2.4%
3. Asian cadets increased performance in ELA by 23.9 points and are 30.5 points above the standard.
4. Asian cadets increased performance in mathematics by 22.4 points putting them within 6.2 points of meeting the standards
5. Cohort Graduation rate is consistently high over the past five years.

The Oakland Military Institute went through a successful charter petition with our authorizer, the Oakland Unified School District. Through that process, we reviewed 5 years of data through the 2017 - 2018 school year.

Strengths identified by the OUSD Charter Office

Strong high school graduation rates that have been increasing. The graduation rate increased from 85% in 2014-15 to 96% in 2016-17. OMI has had a consistently high 4-year graduation rate (above 93% for four previous years for our senior class). When including recent summer graduates for 2017 - 2018, the graduation rate reaches 96%. Currently, OMI's 2018 - 2019 graduation rate is on track for 100% including summer graduates.

Good academic performance among high school students on state tests for three subgroups:

African American students, Latino students, and economically disadvantaged students performed at least 9 percentage points above the OUSD average for these subgroups in 2017-18.

Consistently high enrollment over time, which reflects strong demand from families for the school’s unique educational program.

Commitment to serving students with diverse needs. The proportions of English Learners (21%) and students with disabilities (10%) at OMI are comparable to the district average, and OMI serves a higher proportion of economically disadvantaged students (83%) than the district average (76%). OMI is also ethnically diverse: 57% Latino, 19% African American, 17% Asian, 4% White (in 2017-18).

Other areas of progress that were identified by stakeholders including the California Charter School Association are the following:

When compared to the averages of all students at OMI those continuously enrolled students have higher average ELA and Math scale scores in all applicable grades. In other words, students who are continuously enrolled score higher on CAASPP. This is a strength that OMI is dedicated to giving strong focus to in the next charter cycle. With generations of kids at OMI, we are looking at strategies, interventions and supports to provide every OMI student the skills and knowledge to increase their levels of improvement each year.

OMI’s African American subgroup percentile (36th percentile in 2017) and in the African American a-g rates (50%), indicating that they are doing better than peers in their same subgroup around the state (in OUSD, the African American a-g completion rate was 37% in 2016-17).

Subgroup Percentile Performance: Distance from Level 3 “DF3” percentiles (shows how specific student demographic subgroups at this school perform relative to their peers statewide, for example,
African American students are in the 36th percentile of African American performance statewide on the “Distance from Level 3” DF3 measure)

OMI’s students with disabilities scored in the 38th percentile in 2017 on CAASPP

OMI has strong reclassification rates in 3 of the last 4 years. Specifically, 11% in 2017-18, 18% in 2016-17, and 25% in 2014-15.

Students at OMI are participating in AP tests, SAT, and ACT at higher rates than the district and other high-poverty schools (e.g. in 2015-16, 46% of OMI students participated in ACT, compared to a district participation rate of 31%). 57% of current OMI students are enrolled in an AP course. OMI is adding AP courses to its offerings for 19 – 20 including AP Human Geography.

All 8th, 9th and 10th graders are taking the PSAT for the current school year. 36% of 9th graders and 42% of continuously enrolled 9th graders are testing as "on track" for College/Career based on PSAT. A fact that supports, the longer a student is with OMI the better they do.

In 2017-18, OMI's a-g rate was 81%. Currently for the 2018 – 2019 school year, OMI's a - g rate is 76%. OMI is adding additional a – g electives and building in more specific time building in to a cadet’s experience for a – g audits and on track graduation check points.

OMI has a large percentage of students accepted to a 4-year college in 2018 (64%). OMI reached a new height with 81% of cadets being accepting into a 4-year secondary institution. OMI’s is working to remove the economic barriers that often restrict our cadets from matriculating.

OMI’s graduation rate for the Latino subgroup was 90% or higher for the last three years, while the district’s rate for this subgroup is 64%.

OMI actively collects diagnostic data for students when they enroll and conducts scheduled local assessments three times a year to monitor students. OMI added the RenStar Assessment Suite, providing an adaptive assessment that is easy to implement in both ELA and math. The grade level score is easy for stakeholders to understand and through the platform the score report provides calibration with CDE’s SBAC (Smarter Balanced Assessment Consortium) yearly exams. OMI is adding to its local assessments the SBAC interim assessment, which we will administer in a non-standardized. A non-standard approach means we will not be using it as a method for evaluating cadet readiness but rather use it as a teaching and learning tool. Using it in this manner provides opportunities for cadets to be familiar and comfortable with the test which will support high achievement.

In addition to a college-going culture and culture around military values, we have historically had lower suspension and truancy rates than the district. While our numbers are low, we are committed to reducing these numbers. In 2017 - 2018 OMI maintained an average attendance rate of 94% with chronically truancy rate at a low 4.4%. For the current school year to date, we are averaging an attendance rate of 98%.
Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

Through a deep investigation of OMI's historic and current data, our major priority is improving our middle school performance. OMI will not neglect other areas of concern as we address this priority. Our main priority is to reverse the downward trajectory in middle school performance in both subjects: ELA proficiency has declined from 34% to 26% over the charter term, and Math proficiency has declined from 30% to 14%.

Our plan includes the following:

1. Redesign the middle school academic experience for those cadets who are far below or below standard and grade level as measured by state and local assessments.

Substantially increase performance in Math: OMI only outperformed 5 of its 12 comparison schools in Math in 2017-18.

Reverse the downward trajectory in middle school academic performance among all subgroups.

**Areas of Concern for OMI based on CDE Dashboard Data**

1. Overall ELA Performance
2. Overall Mathematics Performance
3. A Decline in College and Career Readiness
4. Suspension Rate for African-American Students

**Summary of OMI Cadet Performance on California Standardized Assessments and the California Department of Education Dashboard**

**Performance in English Language Arts**

All Student Average ELA: 40.4 points below the standard.

When we explore our subgroups the groups of greatest concerns are the following:

Hispanic/Latinx: 80.3 points below the standard
African-American: 67.1 points below the standard
English Learners: 118.1 points below the standard

**Performance in Mathematics**

All Students Average Mathematics: 107 points below the standard
When we explore our subgroups the groups of most significant concerns are the following:

Hispanic/Latinx: 123 points below the standard  
African-American: 151.3 points below the standard  
English Learners: 176.6 points below the standard  
English Learners Redesigned English Only: 133.4 below the standard

College and Career Readiness (CCR)

CCR a relatively new dashboard items having been adopted in the 2017 - 2018 school year. This measure is based on the number of students in a high school graduation cohort who are prepared for college or a career. College or career readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal.

The following measures are approved as indicating the college or career readiness for students across the state of California:

1. Career Technical Education Pathway Completion  
A series of classes, which support cadets understanding of the world of work, teaches a specific career pathway in a field where job growth is on the rise, places cadets in internships after they have the opportunity to job shadow professionals in the field, and ensures they graduation with the employment skills, knowledge, and documents (resume, cover letters), needed for success in the current job market. OMI is building pathways. 2019 - 2010 is a design year. While there are elements of career technical education at OMI currently, OMI has dedicated itself to streamlining and building a robust, rigorous and relevant series of classes and experiences for cadets that concludes with industry-recognized certificates.

2. Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics  
These are the test scores from the state-mandated English and mathematics assessments that occur in April/May of a cadet's 11th-grade year.

3. Advanced Placement Exams  
Cadets who plan on attending a four-year college or university are highly encouraged to enroll in Advanced Placement (AP) Classes and to be considered college-ready must pass a minimum of two AP exam with a 3 or better. Advanced placement classes at OMI include:

4. International Baccalaureate Exams  
OMI does not currently offer any Baccalaureate Exams and has no plans in the immediate future to add these to the menu of academic offerings for cadets.

5. College Credit Course (formerly called Dual Enrollment) Completion  
OMI has a successful Dual Enrollment program that is continuing to expand. Entering its third year, OMI's partners with the Peralta Colleges to offer on-campus college credit courses in the areas of communication and music. OMI's dual-enrollment coordinator works closely with the professors and administrators int the community colleges to ensure OMI cadet success. For the 2019 - 2020 school year, OMI's Dual Enrollment Coordinator working closely with the College and Career Center

6. a–g Completion
OMI offers a variety of a-g courses including core subjects, Advanced Placement offerings, and is adding additional a-g electives each year. New offerings for the 2019-2020 school year include the following:
Ethnic Studies
Anatomy and Physiology
Get Focused Stay focused
Film
Digital Photography
Engineering Design
Yearbook
AP Human Geography

7. State Seal of Biliteracy (New)
OMI is currently awaiting a further explanation from the California Department of Education on this indicator of college and career readiness.

8. Military Science/Leadership (New)
OMI is currently awaiting a further explanation from the California Department of Education on this indicator of college and career readiness.

OMI's College and Career readiness is reported as declining by 7.6%. We have a strong plan in place which has been summarized above within each of the areas the state uses to evaluate readiness.

Suspension Rate for African-American Students is an Area of Concern
African-American suspension rate increased by 1.8%

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

Performance Gaps
Reviewing the California School Dashboard rubric, OMI demonstrates no performance gaps where any student group was two or more levels below the ‘all student” performance.

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified
Identify the schools within the LEA that have been identified for CSI.
Support for Identified Schools
Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness
Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

OMI will provide high-quality classroom instruction and curriculum that promotes college and career readiness and demonstrates gains in LEXILE growth for every cadet. OMi has appropriate interventions in place for pupils

State and/or Local Priorities addressed by this goal:

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<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
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<td>Priority 2: State Standards (Conditions of Learning)</td>
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<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
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<td>Priority 7: Course Access (Conditions of Learning)</td>
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<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
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| Local Priorities: | Lexile exam is given 3 times a year to assess cadet achievement in reading comprehension. |

Annual Measurable Outcomes

Expected

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<th>Metric/Indicator</th>
<th>100% fully credentialed and appropriately placed</th>
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<tr>
<td>18-19</td>
<td>85% credentialed with 15% in progress of completing preliminary or CTE credentials</td>
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<tr>
<td>Baseline</td>
<td>85% credentialed and appropriately placed</td>
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<thead>
<tr>
<th>Metric/Indicator</th>
<th>ELA: Cadet show movement up one level by 3% - 5% in each performance area: not met, nearly met and met.</th>
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<td>Mathematics: Cadet performance on CAASP (SBAC) will show movement up one level by 3% - 5% in each performance area: not met, nearly met and met.</td>
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Actual

| 76.1% Credentialed 11.9% are currently enrolled in credentialing programs. 7.14% are in the process of CSET testing. |
| The following data is based on the 2017 - 2018 CAASPP data available. |
| ELA: 33% of students met or exceeded the standard. |
| Math: 16% of students met or exceeded the standard. |
**Expected**

**18-19**
OMI expects to see movement for cadets who are not meeting the standard into nearly meeting and meeting. The expected movement schoolwide is 3% - 5% moving up a level.

**Baseline**
Percentage of an average of results from 6th through 11th grade
English Language Arts 37.25% did not meet the standard
20.5% nearly met the standard
26.5% met the standard 9.5% exceed the standard

Mathematics
60% did not meet the standard
26% nearly met the standard
9% met the standard 5% exceed the standard

**Metric/Indicator**
OMI cadets will improve their Lexile score by 60+ points in one academic year of instruction

**18-19**
60+ point growth for all cadets.

**Baseline**
+62 points average per grade level.

**Metric/Indicator**
Increase cadets who are A-G college-ready by their senior year by 5%, paying close attention to our EL cadets.

**18-19**
Increase percentage of OMI who are qualified A-G college-ready by 5% to 72.5%

**Baseline**
67.5% of OMI high school seniors are currently A-G college ready.

**Metric/Indicator**
OMI will graduate 100% of high school seniors.

**18-19**
95%

**Baseline**

---

**Actual**

OMI changed its measurement tool in 2018 - 2019 from Achieve3000 to RenStar, which provides more accurate grade level growth in both ELA and mathematics. This metric will change.

The baseline for OMI is that in 18 - 19 50% of OMI cadets increased 1.3 GL or tested at grade level.

OMI's a-g rate is 66.3%

OMI non-cohort graduation rate is 100%.
**Actions / Services**
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

**Planned Actions/Services**
Evaluate OMI's staffing patterns and identify key problem areas for staffing highly qualified instructors. Post open positions in multiple education focused sites included paid recruitment sites.

**Actual Actions/Services**

**Budgeted Expenditures**
Certified Employee Schedule Unrestricted Funds for Director of Education $130,000

**Estimated Actual Expenditures**
1000-1999: Certificated Personnel Salaries Unrestricted Funds $130,000

### Action 2

**Planned Actions/Services**
Add an FTE reading specialist to support cadet improvement on standardized exams and improve performance on Lexile exams.

**Actual Actions/Services**

**Budgeted Expenditures**
Certified Employee Schedule Unrestricted Funds $56,537

**Estimated Actual Expenditures**
1000-1999: Certificated Personnel Salaries Unrestricted Funds $62,527

### Action 3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**
Adopt NewsELA pro for all grade levels to improve cadet performance on standardized exams to support grade level growth and course achievement.

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add elective options for both middle school and high school with highly qualified instructors leading courses in areas ranging from music and French to AP US History.</td>
<td>Planned were actual</td>
<td>Certified Employee Schedule Unrestricted Funds $125,000</td>
<td>1000-1999: Certificated Personnel Salaries Unrestricted Funds $150,310</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand OMI mathematics program and high highly credentialed teachers. Adding one mathematics instructor to the department.</td>
<td>Added mathematics teacher.</td>
<td>Certified Employee Schedule Unrestricted Funds $55,438</td>
<td>2000-2999: Classified Personnel Salaries Unrestricted Funds $62,902</td>
</tr>
</tbody>
</table>

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create an OMI academic database increasing OMI's ability to make data-informed decisions at all levels. Increase district level staff to include an FTE Director of Data and Assessment and an FTE Director of Academic Performance.</td>
<td>Added a Director of Academic Performance</td>
<td>Certified Employee Schedule Unrestricted Funds $153,000</td>
<td>Certified Employee Schedule Unrestricted Funds $182,000</td>
</tr>
</tbody>
</table>

### Action 7
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cell phone usage is undermining cadet academic achievement. OMI is moving to a cell phone free campus. OMI is adopting Yondr pouches to lock cadet's cell phones up during the academic day. <a href="http://www.yondr.com">www.yondr.com</a></td>
<td>Yondr implemented successfully</td>
<td>Materials and supplies Unrestricted Funds $76,000</td>
<td>Supplies and materials Unrestricted Funds $76,000</td>
</tr>
</tbody>
</table>

**Action 8**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire an FTE Dual Enrollment Coordinator to increase cadet exposure to and enrollment in community college courses</td>
<td>Hired and program is expanding.</td>
<td>Classified Employee Schedule Unrestricted Funds $77,618</td>
<td>1000-1999: Certificated Personnel Salaries Unrestricted Funds $127,328</td>
</tr>
</tbody>
</table>

**Action 9**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand the common conference periods from the middle school grade levels into high school.</td>
<td>Accomplished some common periods but scheduling made it difficult to do schoolwide.</td>
<td>Not Applicable Not Applicable N/A</td>
<td>Not Applicable Not Applicable N/A</td>
</tr>
</tbody>
</table>

**Action 10**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand academic counselors and college and career support to high school cadets. Add three new FTE counselors and one college and career center assistant.</td>
<td>Planned were actual</td>
<td>Classified Employee Schedule Unrestricted Funds $122,000</td>
<td>1000-1999: Certificated Personnel Salaries Unrestricted Funds $266,612</td>
</tr>
</tbody>
</table>

**Action 11**
Provide greater access to training and best practices in using the mathematics program, RevolutionK12.

We eliminated Rev k12 and added RenStar Assessment suite to provide better access to data.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and other reference materials Unrestricted Funds $6,500</td>
<td>4000-4999: Books And Supplies Unrestricted Funds $6,500</td>
</tr>
</tbody>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

OMI, over the course of the 18 - 19 school year did a lot of data analysis and reflection. The goal to improve academic improvement remain but our approach will be drastically different for the 2019 - 2019 school year.

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

They were not as effective as we had hoped and will be moving forward with a middle school redesign for the 19 - 20 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

LCAP Year Reviewed: 2018-19

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

Goal 2

OMI will ensure a safe, welcoming and inclusive climate for all staff, cadets, and families where cadets can engage in a course of study that offers opportunities to build academic self-esteem, develop college and career readiness skills as they develop their social and emotional intelligence

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3: Parental Involvement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 6: School Climate (Engagement)</td>
<td></td>
</tr>
</tbody>
</table>

| Local Priorities: | Staff and Cadet Survey Parent engagement data |

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OMI</strong>'s suspension rate is in the blue on the CDE dashboard. Suspension rate is 2.4% which is a 2.8% drop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OMI</strong>'s Chronic Absenteeism rate is in the blue on the CDE dashboard. Chronic Absenteeism rate is 2.5%. We maintained our data in this area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>Reduce the percentage of suspensions and expulsions schoolwide.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>16.37% schoolwide suspension rate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>Reduce suspensions by 5% schoolwide and for all subgroups.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>3.4%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>Chronic Absenteeism. While OMI has a successful attendance rate, a chronic absenteeism rate of 4.4% is too high. OMI wants to see that rate drop by 1%.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>4.4%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>3.4%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Actions / Services

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

#### Action 1

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.4%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Improve school culture and climate score by 1 point as measured by end of the year school culture survey.</strong></td>
<td><strong>OMI did improve it's school culture and climate by .8%.</strong></td>
<td><strong>Certified and Classified Salary Expenditures Unrestricted Funds $390,000</strong></td>
<td><strong>Certified and Classified Salary Expenditures Unrestricted Funds $469,269</strong></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td><strong>3.95</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td><strong>2.95 as measured on a 1 - 5 scale</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Action 1**: Reorganization of school leadership for efficiency, accountability and effective implementation of support to cadets and staff.
  - **Planned Actions/Services**: Planned was actual
  - **Estimated Actual Expenditures**: Certified and Classified Salary Expenditures Unrestricted Funds $390,000

#### Action 2

<table>
<thead>
<tr>
<th>Action</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase athletic programs.</strong></td>
<td><strong>Addition of coaching staff to provide full support for all cadets who participate.</strong></td>
<td><strong>Classified Salaries Unrestricted Funds $60,000</strong></td>
<td><strong>1000-1999: Certificated Personnel Salaries Unrestricted Funds $81,458</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Action 3

<table>
<thead>
<tr>
<th>Action</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Continue to provide funding for a parent engagement coordinator

**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire an FTE Dean of Cadets to support positive behavior support program and to provide clarity regarding OMI's schoolwide system of discipline. Expand the OMI Restorative Justice program with the addition OMI restorative justice staff members.</td>
<td>Planned was actual</td>
<td>Classified Employee Schedule Unrestricted Funds $72,000</td>
<td>2000-2999: Classified Personnel Salaries Unrestricted Funds $87,691</td>
</tr>
</tbody>
</table>

**Action 5**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition of 1 FTE Director of Culture and Climate</td>
<td>Planned was actual</td>
<td>Classified Salaries Unrestricted Funds $292,734</td>
<td>2000-2999: Classified Personnel Salaries Unrestricted Funds $321,257</td>
</tr>
</tbody>
</table>

**Action 6**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add elective options for both middle school and high school with highly qualified instructors leading courses in areas ranging from music and French to AP US History.</td>
<td>Planned was actual</td>
<td>Certified Employee Schedule Unrestricted Funds $37,500</td>
<td>1000-1999: Certificated Personnel Salaries Unrestricted Funds $37,500</td>
</tr>
</tbody>
</table>

**Action 7**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Provide free lunch to every OMI cadet eliminating a barrier to improved academic achievement.

**Action 8**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain updated schoolwide safety plan Provide safety training to all school staff 3 times a year. Hold XX of safety drills each school year.</td>
<td>Planned was actual</td>
<td>National School Lunch Program Federal and State Grant for free lunch $0</td>
<td>National School Lunch Program Federal and State Grant for free lunch $0</td>
</tr>
</tbody>
</table>

**Action 9**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate suspension data for 9th and 10th graders and for African American students to determine interventions. Continue to develop the Restorative Justice program to reduce schoolwide suspension and add appropriate interventions.</td>
<td>Planned was actual</td>
<td>Classified Employee Schedule Unrestricted Funds $96,007</td>
<td>2000-2999: Classified Personnel Salaries Unrestricted Funds $122,628</td>
</tr>
</tbody>
</table>

**Action 10**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to use and refine OMI's academic tracking database and develop new data tracking for all OMI programming. Refine the tracking process for evaluating school culture and climate. Director of Culture and Climate will work closely with Data Officer to develop</td>
<td>Planned was actual</td>
<td>Certified Employee Schedule Unrestricted Funds $123,000</td>
<td>1000-1999: Certificated Personnel Salaries Unrestricted Funds $127,328</td>
</tr>
</tbody>
</table>
appropriate tracking methods to better evaluate our school climate and culture.

Analysis
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.
The plan described above in the planned actions for goal two were successful despite some setbacks. OMI is continuing to focus on improving climate and culture school wide.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
OMI had to replace the original Dean of Students and make modifications to the discipline system during the school year but ended the school end year with strong progress to maintain our low suspension rate/chronic absenteeism rate. We are paying special attention to our African-American suspension rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

LCAP Year Reviewed: 2018-19

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

**Goal 3**

OMI will increase the capacity of its staff by providing professional development for all staff that is a regular and ongoing process. Professional development will address the areas of academic rigor, Direct Interactive Instruction, mental health awareness, college and career readiness and safe school culture. It will aim to provide excellent support and training for all staff to create a continued culture of success for cadets.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

Local Priorities: Staff surveys, educational technology analytical data, classroom observations.

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in-house Professional Development Trainings</td>
<td>70% of all professional development training to be developed and implemented by in-house staff.</td>
<td>OMI was successful in reaching this goal and developing professional development activities in-house. This will continue for the next school year.</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>No data available</td>
<td></td>
</tr>
<tr>
<td>Increase teaching staff use of provided educational technology.</td>
<td></td>
<td>OMI staff overall use of technology was sporadic. An analysis of its use was conducted and through this analysis we reduced the number of technologies. We will continue to work on achieving this goal.</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Expected

The goal is to have 100% of staff using the appropriate technology for their assignment.

**Baseline**
No hard data available; universal tracking method being developed. Individual usage data for Revk12, YUP tutoring, and Achieve3000; specifically the Lexile level set summative demonstrates available improvements are needed.

**Metric/Indicator**
Improve overall cadets achievement based on successful completion of coursework by supporting coaching and training on Direct Interactive Instruction. OMI teachers will through the process of teacher study, reflection, practice, and collaboration

**18-19**
Given no hard data is available, OMI will develop tracking methods. OMI wants to increase work done on time.

**Baseline**
Evaluating student of completion of coursework during the 2017 - 2017 school year, the average for work not turned in on time shows a range of between 20% and 40% of any given class. Hard data is not available. OMI will develop a tracking method for evaluating this baseline.

### Actual

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

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hired staff members with job duties to include the explicit task of organizing, developing and implementing OMI's professional development program. FTE Director of Culture and Climate FTE Director of Academic Performance</td>
<td>Added to the actual was the addition of teachBoost to increase follow up on PD through coaching and the addition of a PT instructional coach.</td>
<td>Certified Employee Schedule Unrestricted Funds $153,000</td>
<td>1000-1999: Certificated Personnel Salaries Unrestricted Funds $156,423</td>
</tr>
</tbody>
</table>
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase small group and 1:1 support for teaching staff on using available technology. Provide students with training on using the Yup tutoring app to increase cadet performance in mathematics and chemistry.</td>
<td>Yup was used. The 1:1 support for staff did not materialize. Group support was provided by OMI's Data Coach.</td>
<td>Supplies and materials Unrestricted Funds $40,000</td>
<td>4000-4999: Books And Supplies Unrestricted Funds $39,996</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide common conference periods for grade levels to increase opportunities for grade level PD.</td>
<td>This did not happen.</td>
<td>Not Applicable Instruction day changes $0</td>
<td>Not Applicable Not Applicable $0</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train teachers on using available data to make data-informed decisions.</td>
<td>Planned was actual.</td>
<td>Not Applicable All teachers salaries for training during teacher training time N/A</td>
<td>Not Applicable All teachers salaries for training during teacher training time N/A</td>
</tr>
</tbody>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

It was effective with modifications. We added new technologies, rid ourselves of others as we continue to move forward in our quest to improve academic achievement for Oakland's students by aligning and focusing services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

OMI has a unique set of stakeholders.

Our stakeholders include the following groups:
- Board members
- OMI Cabinet
- Teachers
- Cadets
- Parents
- California National Guard
- California Coast Guard
- Oakland Military Institute
- . Community of Neighbors

2018 - 2019 has been an action-packed year for the entire OMI community. We have greatly expanded OMI's use of stakeholders for program evaluation and stakeholder input. This year OMI began the year with our charter renewal, which was a challenging but ultimately rewarding experience for the OMI community. Through an evaluation of our programs, we found both areas of strengths and areas of growth. We actively engaged with the California Charter School Association, the Charter Office of OUSD, then Governor, Jerry Brown, and our OMI Board of Directors as we navigated the evaluation of all aspects of OMI. Below is a list of meetings where the LCAP, school data, and/or Charter was explicitly discussed and input from the stakeholders mentioned was received.

Meetings were held:

Goal/Data Summary Presentation to OMI board - September 10, 2018

Goal/Data Summary Presentation to The School Site Council - October 11, 2018

OUSD School Board Charter Renewal Presentation - October 17, 2018
Parent Engagement Summary

OMI has struggled in the past with reaching the levels of parent engagement and active participation. The addition of our Parent Engagement Coordinator to the staff as a PT employee during the 2018 – 2019 school year revitalized our parent engagement strategy, focusing on both community social events, informational events, and service projects. The addition of the position also supports the success and consistency of OMI's parent groups, the OMI' School Site Council and the Parent Cadet Alliance. The need for increased parent engagement requires a consistency that a PT position cannot fill, OMI expanded the PT position mid-school year to an FTE position, allowing Parent Engagement Coordinator to expand on the good work coming from that position.

OMI's school site council is a group of teachers, parents, and high school students that works with the principal and other administrative staff to develop, review and evaluate school improvement programs and school budgets. The members of the site council are elected by their peers.

All parents at OMI are welcome to join and attend meetings. OMI provides live translation services in Spanish through the use of a trained translator, providing headphones for those in need of the service. We have also begun to explore the use of technology to provide more access to parents who are unable to attend our SSC meetings. We began with one parent and at our March 21 meeting, we had a group of parents in a hangout, participating through technology. OMI is committed to continuing to provide access points for parents to engage fully in the educational community of our school. Meetings were held monthly at OMI's campus at 8:30 am on Thursdays.

OMI's Parent Cadet Alliance is a parent group of elective offices and parent participants who meet Monthly at 5:30 pm to discuss, learn and provide input to OMI on all aspects of our four pillars. This is open for all parents to attend. Elections are held yearly with voting taking place at the beginning of the school year at OM's Open House. Parents can nominate themselves or others. Voting is open to all OMI parents/guardians and is held in an impartial manner on the campus of OMI. OMI parents also had the opportunity to participate in our Culture and Climate Survey. This was made available to all parents. We promoted it on our Aeries Communication system, with emails being sent several times to encourage participation. It was publicized at the Parent Cadet Alliance and the School Site Council. Unfortunately, parent participate was low. We are committed to supporting our parents engaging in the school community and while it was a small group who participated, it did provide insight.

Below is the list of Parent Events.
The ones denoted with an asterisk at the end (*) are those that specifically provided parents the opportunity to engage with the LCAP goals and/or provide feedback to the school for continued growth and improvement.

2018

August 7      National Night Out
August 11     New Parent Orientation/Induction
August 29     Coffee with Ms. Webb (High School) *
September 5   Parent Engagement Meeting *
September 13  Back to School Night
September 19  Coffee with Ms. Frost (Middle School) *
September 19  Senior Night College and Career
October 10    HS Snacks with Ms. Webb (High School) *
October 11    School Site Council Meeting *
October 17    Charter Renewal Meeting
October 29    Parent Cadet Alliance Meeting *
November 7    Coffee with Principal (High School) *
November 7    Parent Training – Culture and Climate
November 14   Parent Training – Restorative Justice
November 27   Parent Cadet Alliance Meeting
November 29   School Site Council Meeting
Engaging the OMI Staff and the OMI Cadets

OMI held a series of focus groups to gather data from stakeholders as part of the climate and culture initiative. The information gathered in a report and widely shared with stakeholders. This report impacted our LCAP plan.
Impact on LCAP and Annual Update

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

Stakeholder Impact on this year's LCAP is significant. The OMI Leadership team, newly formed for the 2018 - 2019 school year, received all feedback with an open heart and mind. As a new team, there is a renewed commitment to tackling the areas of growth and continuing to sustain and build the areas of success. What follows is a summary list of those areas OMI is focused on currently and will remain focused on for the next year.

Increased Focus and Support on SBAC testing: Mathematics/ELA

The decrease in OMI's state test scores was identified early by the leadership and emphasized with every stakeholder group. This is our main priority. To this end, OMI is focusing on the following actions:

Create an effective summer bridge program, starting with a math focus.

Use technology-based remediation support as a regular part of instruction and support.

Create systematic tutoring/out-of-class support

Middle School is moving to loop teachers in ELA and mathematics for grades 6, 7, and 8. Looping is a system where the students remain with the same ELA and mathematics teachers from grade 6 through grade 8.

Revamp and improve the Instructional Aid program.

Increase training for military instructional staff so they understand the strategies and approaches the teaching staff is being trained to embed in their daily lessons.

Use SBAC interim exam as a tool for supporting cadet achievement.

Development and Growth of A Career Technical Educational Program
A solid Career and Technical Education program increases students engagement in school by creating an educational environment that combines core academics with real-world application. OMI's CTE program is in the design stage for 2019 - 2020. The goal is to have one strong pathway build and ready to go for the 19 - 20 school year.

The overall goals for the OMI CTE program are to create a robust, dynamic, student-centered CTE program that incorporates the integration of career technical and academic education in ways that are relevant and responsive to the current, rapidly changing workforce demands in our region. Within 3-5 years, every CTE student at OMI will leave with an internship and early college credit in the career field of their interest.

Increase the professional capacity to design and teach CTE courses aligned to the CTE Framework and Standards. Develop teacher investment and expertise to create a comprehensive CTE Program of Study for each pathway that is linked to work-based learning and early college credit.

Relevant, appropriate, ongoing Professional Development
Development of Scope and Sequences for All OMI Core Classes
Paring Down of Educational Technology
Summary of Big Impact

Redesign of the MS model
Ensure students are receiving personalized learning (smaller groups/ workshops)
Add more reading instruction/intervention time
Design a small group reading rotation that fits in a 40-minute block
ELA Regular
Pearson (or) Navi Core Lit
ELA
Guided Reading Discussion (20)
Pre-Reading (20)

Collecting & Using Data (Data Driven Instruction)

Design and implement weekly formative assessments (bi-weekly in ELA)
Look into Illuminate DNA
Develop goals/targets with teachers
Have a common data entry expectation so leadership has access to all weekly formative assessment data
Show your work initiative (for better collection of student samples)
Planning & Implementing Rigorous Instruction
PD on unpacking Common Core standards and creating assessment exemplars
Have a data binder for each teacher that houses all unpacking, assessments exemplars, and student work samples
Assessment Exemplar
Unpacking Know/Show
Data 1 pager on each assessment
Student samples (cusp kids)

Instructional & Leadership Coaching

Build consistency in expectations through coaching
1:1 coaching session will be more focused on Intellectual Prep (IP) and Looking at Student Work (LASW)
Improve and develop Live Coaching protocols for classroom culture and management coaching, as well as coaching for academic rigor
Coaches will hold regular data meetings with teachers
Leadership will divide up coaching load and calendar weekly coaching meetings (Director of Academic, HS and MS Principal, MS coach & data coach)

Intervention Plan for Middle School
Design after-school intervention
Develop a databank of all students, by cohort, whose data meets criteria of concern
Collect weekly samples from watchlist students, to analyze their individual misconceptions and address them appropriately through reteaching and interventions
Select and implement after-school intervention materials based on the specific skill gaps
Select and implement summer intervention materials based on the specific skill gaps
Adaptive software for reading (ie. Reading Plus)
Adaptive software for math (ie. ALEKS)
Second ELA Block
Guided Reading (20)
NewsELA Pro (20)
After School ELA intervention
Corrective Reading (30)
Math (30)
Add adaptive software
NewsELA Pro
ALEKS
Culture Building Staff and Classroom
Professional development around excellence in their profession
Leadership needs to be united in three core values explicit in their actions and accountability for staff
Maintain positive staff culture throughout new implementations by ensuring the rate of programmatic change is appropriate
Maintain positive staff culture throughout new implementations by ensuring appropriate supports are in place for all new initiatives
Initiate morning huddle to fuel positive staff culture and reinforce best practices
Build common management expectations
Hold robust training around those expectations prior to the first day of school
Perform weekly classroom walkthroughs using agreed upon expectations
Coach teachers regularly around student culture, and differentiate by teacher need
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| New Goal | Modified Goal |

Goal 1
LCAP Goal 1: Provide high-quality classroom instruction and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success while fostering a sense of self-discipline in all cadets.

Sub-GOAL 1 - Effective Instruction, Challenging Curriculum, Aligned Assessments: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
Sub-GOAL 2 - Engage Students and Eliminate Barriers: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success and demonstrate college and career readiness through researched-based instructional strategies and school-wide aligned programming.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Priority 2: State Standards (Conditions of Learning) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 6: School Climate (Engagement) |
| Priority 7: Course Access (Conditions of Learning) |
| Priority 8: Other Pupil Outcomes (Pupil Outcomes) |
| Local Priorities: | Renaissance Star Assessments are given in ELA and mathematics three times yearly. |

Identified Need:
Reviewing the ELA CAASP (SBAC) data to date (90% reporting), There is a need to improve standardized test scores in ELA and mathematics ELA: Percentage of an average of results from 6th through 11th grade:
37.25% did not meet the standard 20.5% nearly met the standard 26.5% met the standard 9.5% exceeds the standard
Mathematics
60% did not meet the standard 26% nearly met the standard 9% met the standard
5% exceed the standard

Update for 2018 - 2019 school year, data for our academic in the middle school continues to move downward and this is a trend we are committed to turning about.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% fully credentialed and appropriately placed</td>
<td>85% credentialed and appropriately placed</td>
<td>85% credentialed with 15% in progress of completing preliminary or CTE credentials</td>
<td>90% credentialed</td>
<td>100%</td>
</tr>
<tr>
<td>ELA: Cadetshow movement up one level by 3% - 5% in each performance area: not met, nearly met and met.</td>
<td>Percentage of an average of results from 6th through 11th grade English Language Arts 37.25% did not meet the standard 20.5% nearly met the standard 26.5% met the standard 9.5% exceed the standard</td>
<td>OMI expects to see movement for cadets who are not meeting the standard into nearly meeting and meeting. The expected movement schoolwide is 3% - 5% moving up a level.</td>
<td>OMI expects to see movement for cadets who are not meeting the standard into nearly meeting and meeting. The expected movement schoolwide is 3% - 5% moving up a level.</td>
<td>OMI expects to see 60% or more of its cadets meet or exceed the standard in both ELA and mathematics</td>
</tr>
<tr>
<td>Mathematics: Cadet performance on CAASP (SBAC) will show movement up one level by 3% - 5% in each performance area: not met, nearly met and met.</td>
<td>60% did not meet the standard 26% nearly met the standard 9% met the standard 5% exceed the standard</td>
<td>60+ point growth for all cadets.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>OMI cadets will improve their Lexile score by 60+</td>
<td>+62 points average per grade level.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OMI cadets will improve their Lexile score by 60+ | +62 points average per grade level. | 60+ point growth for all cadets. | N/A | N/A
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase cadets who are A-G college-ready by their senior year by 5%, paying close attention to our EL cadets.</td>
<td>67.5% of OMI high school seniors are currently A-G college ready.</td>
<td>Increase percentage of OMI who are qualified A-G college-ready by 5% to 72.5%</td>
<td>Increase percentage of OMI who are qualified A-G college-ready by 5% to 72.5%</td>
<td>Increase college and career readiness as measured by the CDE Dashboard by 10%</td>
</tr>
<tr>
<td>OMI will graduate 100% of high school seniors.</td>
<td>92%</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>95% of high school seniors will complete their senior thesis.</td>
<td>92.5% of seniors successfully completed their senior thesis.</td>
<td>95%</td>
<td>100%</td>
<td>N/A</td>
</tr>
<tr>
<td>Improve performance of OMI’s duplicated pupils in state and local assessment as well as increase their college and career readiness.</td>
<td></td>
<td></td>
<td></td>
<td>OMI would like to improve overall cadet readiness subgroups by 10% and improve cadets who are designated unduplicated by 3 - 5% in both ELA and mathematics</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All
- Specific Student Groups: Middle School - All Students

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
- Specific Schools: Middle School
- Specific Grade Spans: Grade 6 - 8

[Add Students to be Served selection here]

[Add Location(s) selection here]
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>Schoolwide</td>
<td>All Schools</td>
</tr>
<tr>
<td></td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

- Modify Action

**2018-19 Actions/Services**

- Evaluate OMI's staffing patterns and identify key problem areas for staffing highly qualified instructors. Post open positions in multiple education focused sites included paid recruitment sites.

**2019-20 Actions/Services**

- Terminate any current teacher who has not fulfilled the requirements of their employment contract to complete their credential in the timeframe allocated by human resources. Hire highly qualified instructors for core subjects.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$130,000</td>
<td>$156,423</td>
</tr>
<tr>
<td>Source</td>
<td>Not Applicable</td>
<td>Unrestricted Funds for Director of Education</td>
<td>Unrestricted Funds</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable</td>
<td>Certified Employee Schedule</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>

**Action 2**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Students to be Served selection here]</td>
<td>[Add Students to be Served selection here]</td>
</tr>
</tbody>
</table>

### Specific Schools: Middle School
Specific Grade Span: 6 - 8

[Add Location(s) selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>LEA-wide</th>
<th>[Add Scope of Services selection here]</th>
</tr>
</thead>
</table>

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>All Schools</th>
<th>Specific Schools: Middle School</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
</tr>
</tbody>
</table>

### 2018-19 Actions/Services

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
</tr>
</tbody>
</table>

### 2019-20 Actions/Services

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritize the purchase of course materials for the middle school ELA program and mathematics including the following: 1. continue with NewsELApro 2. Evaluate Corrective reading for after school intervention courses 3. Evaluate the need for reading plus 4. Elevate Aleks adaptive platform for mathematics 5. Keep Move this World for Middle School 6. Evaluate the need for adding illuminate to our aeries system 7. Add an FTE Reading Specialist to MS staff</td>
</tr>
</tbody>
</table>

Add an FTE reading specialist to support cadet improvement on standardized exams and improve performance on Lexile exams.

Add a FTE reading specialist to support cadet improvement on standardized exams and improve performance on Lexile exams.

Add an FTE reading specialist to support cadet improvement on standardized exams and improve performance on Lexile exams.

Add an FTE reading specialist to support cadet improvement on standardized exams and improve performance on Lexile exams.
8. Pull out MS math teacher for intervention sessions
9. Add a mandatory 8th period after the regular day for cadet needing tier 2 and Tier 3 interventions.
10. Evaluate the creation of an MS schedule with intervention math and ELA embedded

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
</tbody>
</table>

**Action 3**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

**Actions/Services**
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Adopt NewsELA pro for all grade levels to improve cadet performance on standardized exams to support grade level growth and course achievement.</td>
<td>Instructional &amp; Leadership Coaching Improvement including the following: 1:1 coaching sessions will be more focused on Intellectual Prep (IP) and Looking at Student Work (LASW) Improve and develop Live Coaching protocols for classroom culture and management coaching, as well as coaching for academic rigor Coaches will hold regular data meetings with teachers Leadership will divide up coaching load and calendar weekly coaching meetings (principal, MS coach &amp; data coach) Improve use of PT instructional coach for the MS continue and expand the use of TeachBoost for all instructional stakeholders</td>
</tr>
</tbody>
</table>

Budgeted Expenditures
Year | Amount | Source | Budget Reference
---|---|---|---
2017-18 | N/A | Not Applicable | Not Applicable
2018-19 | $14,600 | Unrestricted Funds | Books and other reference materials
2019-20 | $15,000 | Unrestricted Funds | Materials and supplies

**Action 4**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All
- Specific Student Groups: middle school

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
- Specific Schools: Middle School
- Specific Grade Spans: 6 - 8

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- New Action

Select from New, Modified, or Unchanged for 2018-19

- New Action

Select from New, Modified, or Unchanged for 2019-20

Collecting & Using Data (Data Driven Instruction)
areas ranging from music and French to AP US History.

OMI collects and reviews STAR data three times per year ALL
OMI collects and reviews SBAC data annually ALL
Use of the SBAC interim in a non standardized
Design and implement weekly formative assessments (bi-weekly in ELA) MS
Look into Illuminate DNA for MS
Develop goals/targets with teachers
Have a common data entry expectations so leadership has access to all weekly formative assessment data for MS
Show your work initiative (for better collection of student samples) for MS
Continue to test RenStar ELA and mathematics three times ear.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>N/A</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>2018-19</td>
<td>$125,000</td>
<td>Unrestricted Funds</td>
<td>Certified Employee Schedule</td>
</tr>
<tr>
<td>2019-20</td>
<td>$125,000</td>
<td>Unrestricted Funds</td>
<td>Certified Employee Schedule</td>
</tr>
</tbody>
</table>

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

---

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

#### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

#### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

---

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

| New Action |

Select from New, Modified, or Unchanged for 2018-19

| New Action |

Select from New, Modified, or Unchanged for 2019-20

| New Action |

---

### 2017-18 Actions/Services

N/A

### 2018-19 Actions/Services

Expand OMI mathematics program and highly credentialed teachers. Adding one mathematics instructor to the department.

### 2019-20 Actions/Services

Planning and Implementation of Rigorous Instruction

- Ample time is built into the daily schedule for teacher preparation
- Time is built into the summer schedule for organizational training
- Teachers require a deeper understanding of Common Core standards & subject matter
- PD on unpacking Common Core standards and creating assessments

All courses will start the year with teacher designed course scope and sequence documents
Add summer math camp for MS
Add HS Bridge course
Have a data binder for each teacher that houses all unpacking, assessments exemplars, and student work samples
Assessment Exemplar
Unpacking Know/Show
Data 1 pager on each assessment
Student samples (cusp kids)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
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<td>Not Applicable</td>
</tr>
<tr>
<td>2018-19</td>
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<tr>
<td>2019-20</td>
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</tbody>
</table>

### Action 6

- **All**
  - [Add Students to be Served selection here]
  - [Add Location(s) selection here]

- **OR**
  - [Add Students to be Served selection here]
  - Schoolwide
    - [Add Scope of Services selection here]
  - Specific Schools: Middle School
    - Specific Grade Spans: 6 - 8
    - [Add Location(s) selection here]

### Actions/Services
**Create an OMI academic database** increasing OMI's ability to make data-informed decisions at all levels. Increase district level staff to include an FTE Director of Data and Assessment and an FTE Director of Academic Performance.

**Modify the Middle School Model**

Ensure students are receiving personalized learning (smaller groups/workshops)

Add more reading instruction/intervention time (explore double dose period of math and ELA)

Design a small group reading rotation that fits in a 40-minute block

ELA Regular

Pearson (or) Navi Core Lit

ELA Intervention

Pre-Reading (20)

---

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Action</th>
<th>Amount</th>
<th>Source</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
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<td>Certified Employee Schedule</td>
</tr>
<tr>
<td></td>
<td>$153,000</td>
<td>Unrestricted Funds</td>
<td>Books and other reference materials</td>
</tr>
<tr>
<td></td>
<td>$47,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 7

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>Schoolwide</td>
<td>All Schools</td>
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<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Cell phone usage is undermining cadet academic achievement. OMI is moving to a cell phone free campus. OMI is adopting Yondr pouches to lock cadet's cell phones up during the academic day. <a href="http://www.yondr.com">www.yondr.com</a></td>
<td>continue to use Yondr pouches</td>
</tr>
</tbody>
</table>

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Budget Reference</td>
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<td>Materials and supplies</td>
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</table>

Action 8

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>
OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- New Action
- Unchanged Action

2017-18 Actions/Services

- N/A

2018-19 Actions/Services

- Hire an FTE Dual Enrollment Coordinator to increase cadet exposure to and enrollment in community college courses

2019-20 Actions/Services

- continue to expand Dual Enrollment program at OMI

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2017-18</td>
<td>2018-19</td>
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<td>2000-2999: Classified Personnel Salaries</td>
</tr>
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</table>

Action 9

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>Specific Schools: Middle School</td>
</tr>
<tr>
<td></td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>Schoolwide</td>
<td>All Schools</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>[Add Scope of Services selection here]</td>
<td>Specific Schools: Middle School</td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td>Specific Grade Spans: 6 - 8</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

### 2017-18 Actions/Services

N/A

### 2018-19 Actions/Services

- Expand the common conference periods from the middle school grade levels into high school.

### 2019-20 Actions/Services

- Design after school intervention
- Develop a databank of all students, by cohort, whose data meets criteria of concern
- Collect weekly samples from watchlist students, to analyze their individual misconceptions and address them appropriately through reteaching and interventions
- Select and implement after-school intervention materials based on the specific skill gaps
- Select and implement summer intervention materials based on the specific skill gaps
- Adaptive software for reading (ie. Reading Plus)
- Adaptive software for math (ie. ALEKS)
- Second ELA Block
- Guided Reading (20)
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Budget Reference</td>
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<td>Books and other reference materials</td>
</tr>
</tbody>
</table>

Action 10

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

N/A

Expand academic counselors and college and career support to high school cadets. Add three new FTE counselors and one college and career center assistant.

2018-19 Actions/Services

Expand academic counselors and college and career support to high school cadets. Add three new FTE counselors and one college and career center assistant.

2019-20 Actions/Services

N/A
<table>
<thead>
<tr>
<th>Action 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
</tr>
<tr>
<td><strong>Students to be Served:</strong></td>
</tr>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
</tr>
<tr>
<td><strong>Students to be Served:</strong></td>
</tr>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Actions/Services</strong></td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
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<td>N/A</td>
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<td>Budget Reference</td>
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<td>Classified Employee Schedule</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
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<td>---------</td>
<td>---------</td>
<td>---------</td>
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<tr>
<td>Amount</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable</td>
<td>Books and other reference materials</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Modified Goal |

Goal 2

LCAP Goal 2: Ensure OMI have safe, welcoming and inclusive climates for all cadets and their families, so that all cadets are in their classes ready to learn.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Priority 3: Parental Involvement (Engagement) |
| Priority 5: Pupil Engagement (Engagement) |
| Priority 6: School Climate (Engagement) |
| Priority 7: Course Access (Conditions of Learning) |

| Local Priorities: | Staff and Cadet Survey Parent engagement data |

Identified Need:

Through conversations with stakeholders and survey data from stakeholders, OMI has identified a need to continue the growth of a positive school culture. OMI in the past three years has experienced constant change in its structure and leadership. This change requires us to be explicit and diligent in our approach to our culture and climate. One identified need based on cadet surveys has been the number of types of electives OMI has offered in the past; OMI is increasing their offerings for cadets. Another need comes from our teacher and military staff stakeholders, OMI needs to improve delivery of services to cadets through its restorative justice process and through the addition of a more formal disciplinary system.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce the percentage of suspensions and expulsions schoolwide.</td>
<td>16.37% schoolwide suspension rate</td>
<td>N/A</td>
<td>Reduce suspensions by 5% schoolwide and for all subgroups.</td>
<td>Maintain low suspension rate. Reduce American American suspension rate by 1%</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

| Chronic Absenteeism. While OMI has a successful attendance rate, a chronic absenteeism rate of 4.4% is too high. OMI wants to see that rate drop by 1%. |
|---|---|---|---|
| Baseline | 2017-18 | 2018-19 | 2019-20 |
| 4.4% | N/A | 3.4% | Maintain low rate |

| Improve school culture and climate score by 1 point as measured by end of the year school culture survey. |
|---|---|---|---|
| 2.95 as measured on a 1 - 5 scale | N/A | 3.95 | Improve SCAII score for parents, staff, and students by 1%. Increase participation by 30% |

### Planned Actions / Services

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

**Action 1**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]
Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

N/A

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Reorganization of school leadership for efficiency, accountability and effective implementation of support to cadets and staff.

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

Continue to do the work to align services under the correct chain of command

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$260,000</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable</td>
<td>Certified and Classified Salary Expenditures</td>
<td>Certified and Classified Salary Expenditures</td>
</tr>
</tbody>
</table>

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services
### Select from New, Modified, or Unchanged for 2017-18

#### 2017-18 Actions/Services

| N/A |

### Select from New, Modified, or Unchanged for 2018-19

#### 2018-19 Actions/Services

| Increase athletic programs. Addition of coaching staff to provide full support for all cadets who participate. |

### Select from New, Modified, or Unchanged for 2019-20

#### 2019-20 Actions/Services

| Increase athletic programs. Addition of coaching staff to provide full support for all cadets who participate. Improve cadets academic eligibility, not only during the season but throughout the year. |

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Budget Reference</td>
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<td>Classified Salaries</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
</tbody>
</table>

### Action 3

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Continue to provide funding for a parent engagement coordinator

2019-20 Actions/Services

N/A

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<td>N/A</td>
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<td>Not Applicable</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable</td>
<td>Classified Employee Schedule</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Hire an FTE Dean of Cadets to support positive behavior support program and to provide clarity regarding OMI's schoolwide system of discipline. Expand the OMI Restorative Justice program with the addition OMI restorative justice staff members.</td>
<td>continue to refine and grow RJ add two staff members to the wellness center to support cadet achievement and provide a safe place for children in distress to chill. and get back on track.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$292,734</td>
<td>$325,000</td>
</tr>
<tr>
<td>Source</td>
<td>Not Applicable</td>
<td>Unrestricted Funds</td>
<td>Unrestricted Funds</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable</td>
<td>Classified Salaries</td>
<td>Certified and Classified Salary Expenditures</td>
</tr>
</tbody>
</table>

**Action 5**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

Add Students to be Served selection here

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Add Scope of Services selection here

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Add Location(s) selection here

**Actions/Services**
<table>
<thead>
<tr>
<th>Action 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
</tr>
<tr>
<td><strong>Students to be Served:</strong> (Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td>All</td>
</tr>
<tr>
<td><strong>Location(s):</strong> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All Schools</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td>
</tr>
<tr>
<td><strong>Students to be Served:</strong> (Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
</tr>
<tr>
<td><strong>Scope of Services:</strong> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
<tr>
<td>[Add Scope of Services selection here]</td>
</tr>
<tr>
<td><strong>Location(s):</strong> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>N/A</td>
<td>N/A</td>
<td>Addition of 1 FTE Director of Culture and Climate</td>
<td>$130,000</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

This position has eliminated and absorbed into other team on campus. Our focus is to build up culture through the classroom experience.
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Add elective options for both middle school and high school with highly qualified instructors leading courses in areas ranging from music and French to AP US History.</td>
<td>Growth School Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom culture is inconsistent as there are some teachers with strong management skills and others who need development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High attendance rate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflects four pillars of the school (athletics, academics, leadership, citizenship)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Build common management expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hold robust training around those expectations prior to the first day of school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Perform weekly classroom walkthroughs using agreed upon expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coach teachers regularly around student culture, and differentiate by teacher need</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional development around excellence in their profession</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership needs to be united in three core values explicit in their actions and accountability for staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain positive staff culture throughout new implementations by ensuring the rate of programmatic change is appropriate</td>
</tr>
</tbody>
</table>
Maintain positive staff culture throughout new implementations by ensuring appropriate supports are in place for all new initiatives

Initiate morning huddle to fuel positive staff culture and reinforce best practices

---

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$37,500</td>
<td>$52,000</td>
</tr>
<tr>
<td>Source</td>
<td>Not Applicable</td>
<td>Unrestricted Funds</td>
<td>Unrestricted Funds</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable</td>
<td>Certified Employee Schedule</td>
<td>Certified and Classified Salary Expenditures</td>
</tr>
</tbody>
</table>

**Action 7**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>New Action</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Continues</th>
</tr>
</thead>
</table>

#### 2017-18 Actions/Services

N/A

#### 2018-19 Actions/Services

Provide free lunch to every OMI cadet eliminating a barrier to improved academic achievement.

#### 2019-20 Actions/Services

Continues

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>Not Applicable</td>
<td>Federal and State Grant for free lunch</td>
<td>Federal and State Grant for free lunch</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable</td>
<td>National School Lunch Program</td>
<td>National School Lunch Program</td>
</tr>
</tbody>
</table>

### Action 8

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

#### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

OR

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

#### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

#### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<p>| [Add Location(s) selection here] |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>
| N/A       | Maintain updated schoolwide safety plan
Provide safety training to all school staff 3 times a year.
Hold XX of safety drills each school year. | Maintain updated schoolwide safety plan
Provide safety training to all school staff 3 times a year.
Hold XX of safety drills each school year. |

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>N/A</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>2018-19</td>
<td>$96,007</td>
<td>Unrestricted Funds</td>
<td>Classified Employee Schedule</td>
</tr>
<tr>
<td>2019-20</td>
<td>$97,000</td>
<td>Unrestricted Funds</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
</tbody>
</table>

**Action 9**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]
<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
<td>New Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Evaluate suspension data for 9th and 10th graders and for African American students to determine interventions. Continue to develop the Restorative Justice program to reduce schoolwide suspension and add appropriate interventions.</td>
<td>Continue the work to lower the rate of the suspensions for African American students.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$292,734</td>
<td>$350,000</td>
</tr>
<tr>
<td>Source</td>
<td>Not Applicable</td>
<td>Unrestricted Funds</td>
<td>Unrestricted Funds</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable</td>
<td>Classified Employee Schedule</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
</tbody>
</table>

### Action 10

<table>
<thead>
<tr>
<th>All</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>[Add Students to be Served selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>New Action</th>
<th>N/A</th>
</tr>
</thead>
</table>

Continue to use and refine OMI's academic tracking database and develop new data tracking for all OMI programming. Refine the tracking process for evaluating school culture and climate.
Director of Culture and Climate will work closely with Data Officer to develop appropriate tracking methods to better evaluate our school climate and culture.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
</tr>
<tr>
<td>Budget Reference</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| New Goal |

Goal 3

LCAP Goal 3: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our cadets.

Sub-GOAL 4 - Ensure Culturally Relevant practices in all areas of service to cadets and their families.: Ensure that all systems are culturally and linguistically responsive to the needs of our cadets and their families.

Sub-GOAL 5 - Generate and Equitably Allocate Resources: Generate and equitably allocate resources for programs and services that enable every student to succeed.

State and/or Local Priorities addressed by this goal:

| Local Priorities: Staff surveys, educational technology analytical data, classroom observations. |

Identified Need:

Oakland Military Institute evaluated staff survey and collected input from a variety of stakeholders in the development of this goal. OMI staff over and over again has expressed the desire for OMI in-house PD. Staff members expressed interest in attending sessions led by their colleagues as well as expressing interest in leading session on a variety of topics. OMI identified a need through analysis of
usage of our educational technology for more in-depth and regular PD on the educational technology used by the school; MasteryConnect, Aeries, Achieve3000 (being replaced by NewsELA for 18 - 19), and Math Revolutionk12.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve overall cadets achievement based on successful completion of coursework by supporting coaching and training on Direct Interactive Instruction. OMI teachers will through the process of teacher study, reflection, practice, and collaboration</td>
<td>Increase in-house Professional Development Trainings</td>
<td>No data available</td>
<td>N/A</td>
<td>70% of all professional development training to be developed and implemented by in-house staff.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Increase teaching staff use of provided educational technology.</td>
<td>No hard data available; universal tracking method being developed. Individual usage data for Revk12, YUP tutoring, and Achieve3000; specifically the Lexile level set summative demonstrates available improvements are needed.</td>
<td>N/A</td>
<td>The goal is to have 100% of staff using the appropriate technology for their assignment.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Improve overall cadets achievement based on successful completion of coursework by supporting coaching and training on Direct Interactive Instruction. OMI teachers will through the process of teacher study, reflection, practice, and collaboration</td>
<td>Evaluating student of completion of coursework during the 2017 - 2017 school year, the average for work not turned in on time shows a range of between 20% and 40% of any given class. Hard data is not available. OMI will develop a tracking method for evaluating this baseline.</td>
<td>N/A</td>
<td>Given no hard data is available, OMI will develop tracking methods. OMI wants to increase work done on time.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Planned Actions / Services

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

#### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</th>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</th>
<th>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</th>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
<td>New Action</td>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
</tr>
<tr>
<td>N/A</td>
<td>Hired staff members with job duties to include the explicit task of organizing, developing and implementing OMI's professional development program. FTE Director of Culture and Climate FTE Director of Academic Performance</td>
<td>Planning &amp; Implementing Rigorous Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ample time is built into the daily schedule for teacher preparation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time is built into the summer schedule for organizational training</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers require a deeper understanding of Common Core standards &amp; subject matter</td>
<td></td>
</tr>
</tbody>
</table>
Collecting & Using Data (Data Driven Instruction)

OMI collects and reviews STAR data three times per year

OMI collects and reviews SBAC data annually

Teachers collect their own data throughout the week using various methods and record in grade books

Aries does not provide short-cycle formative assessments

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$153,000</td>
<td>$65,000</td>
</tr>
<tr>
<td>Source</td>
<td>Not Applicable</td>
<td>Unrestricted Funds</td>
<td>Unrestricted Funds</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable</td>
<td>Certified Employee Schedule</td>
<td>Materials and supplies</td>
</tr>
</tbody>
</table>

### Action 2

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Increase small group and 1:1 support for teaching staff on using available technology. Provide students with training on using the Yup tutoring app to increase cadet performance in mathematics and chemistry.</td>
<td>Provide certified translations services on campus up to 8 hours a week.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$40,000</td>
<td>$22,000</td>
</tr>
<tr>
<td>Source</td>
<td>Not Applicable</td>
<td>Unrestricted Funds</td>
<td>Unrestricted Funds</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable</td>
<td>Supplies and materials</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
</tbody>
</table>

### Action 3
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Scope of Services:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide common conference periods for grade levels to increase opportunities for grade level PD.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritize Strategic Planning on the following priorities:</td>
</tr>
<tr>
<td>? Implementation decisions and timelines around</td>
</tr>
<tr>
<td>? Assessment creation/selection</td>
</tr>
<tr>
<td>? Model iterations</td>
</tr>
<tr>
<td>? Curriculum additions</td>
</tr>
<tr>
<td>? Collecting &amp; Using Data</td>
</tr>
<tr>
<td>? Leadership development priorities</td>
</tr>
<tr>
<td>? Holding effective weekly walkthroughs</td>
</tr>
<tr>
<td>? Facilitating intellectual prep meeting</td>
</tr>
<tr>
<td>? Running a data analysis meeting</td>
</tr>
<tr>
<td>? Live coaching for classroom culture</td>
</tr>
<tr>
<td>? Teacher development priorities</td>
</tr>
<tr>
<td>? Common Core preparation (unpacking &amp; creating exemplars)</td>
</tr>
<tr>
<td>? Classroom culture (management) training</td>
</tr>
<tr>
<td>? Small group reading instruction/ intervention</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>Not Applicable</td>
<td>Instruction day changes</td>
<td>Instruction day changes</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

**Action 4**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

Train teachers on using available data to make data-informed decisions.

**2019-20 Actions/Services**

Improve delivery of services to EL students through an EL program redesign, access to more translation services, and training of staff on appropriate topics related to culturally relative practices.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Source</td>
<td>Not Applicable</td>
<td>All teachers salaries for training during teacher training time</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
# Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>%</td>
</tr>
</tbody>
</table>

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

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

**LCAP Year: 2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>27.58%</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.
Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

OMI is funding Google Chromebooks for all students use. We will also be funding programs such as Achieve3000 and Make the World Great. Both programs that will allow for higher student achievement. OMI does well in the area of counseling services programs providing 1:1 sessions to all cadets. Funds will be used to contract more counselors to assist our on staff counselor. OMI also has a a full-time counselor on staff.

LCAP Year: **2017-18**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,823,963</td>
<td>27.24%</td>
</tr>
</tbody>
</table>

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).
OMI funded Google Chromebooks for all students use. Both programs that will allow for higher student achievement. OMI does well in the area of counseling services programs providing 1:1 sessions to all cadets. Funds will be used to contract more counselors to assist our on staff counselor. OMI also has a full-time counselor on staff.
Addendum

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

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

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide."
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Span”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
**Priority 6: School Climate** as measured by all of the following, as applicable:
- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
- A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:
- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “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).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC 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 EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

**Guiding Questions: Goals, Actions, and Services**

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC 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 EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC 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?

*Prepared by the California Department of Education, January 2019*
## LCAP Expenditure Summary

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