

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Our Community School

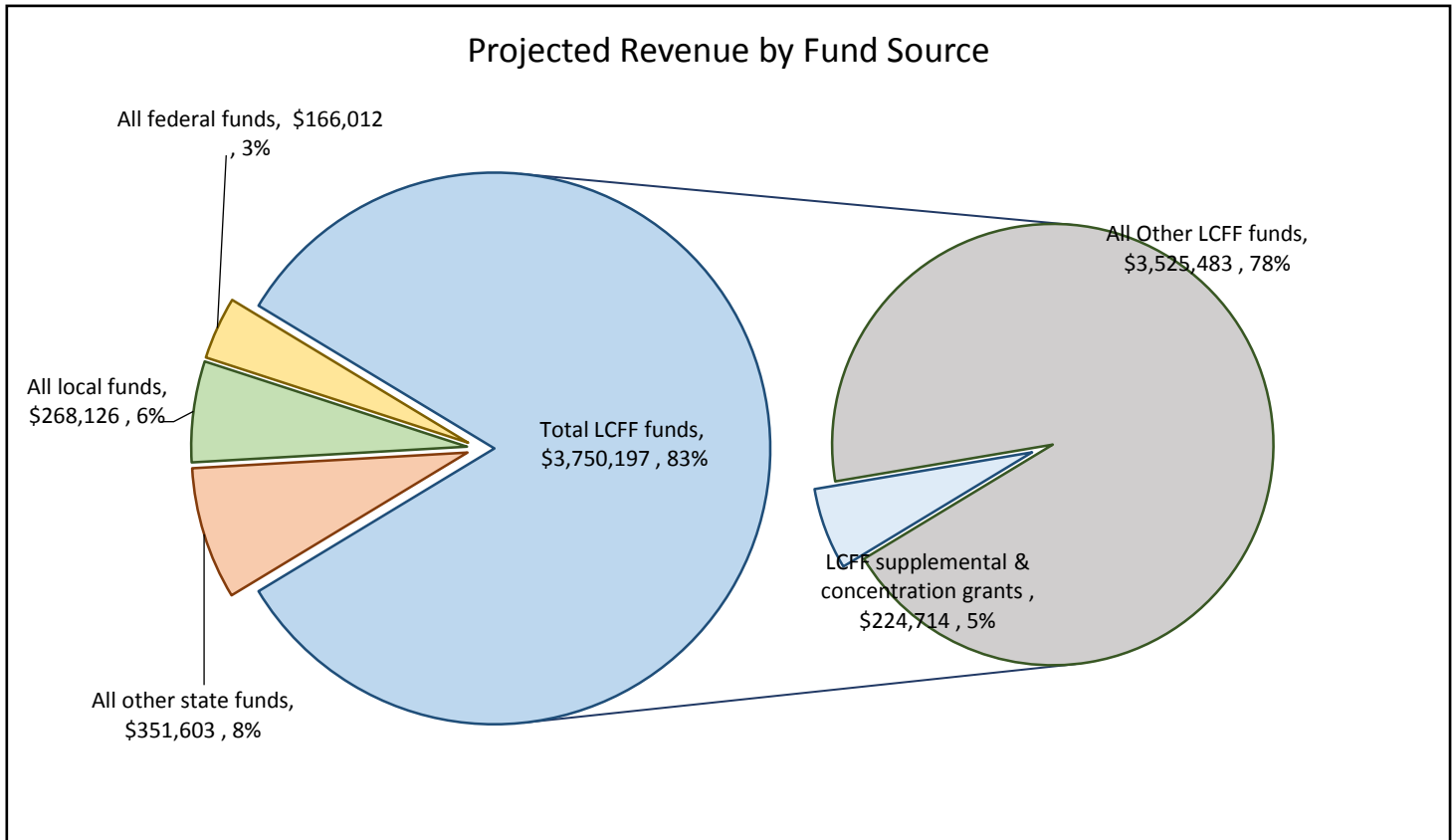
CDS Code: 19-64733-0109934

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: 818-350-5000, lynn.i@ourcommunityschool.org

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

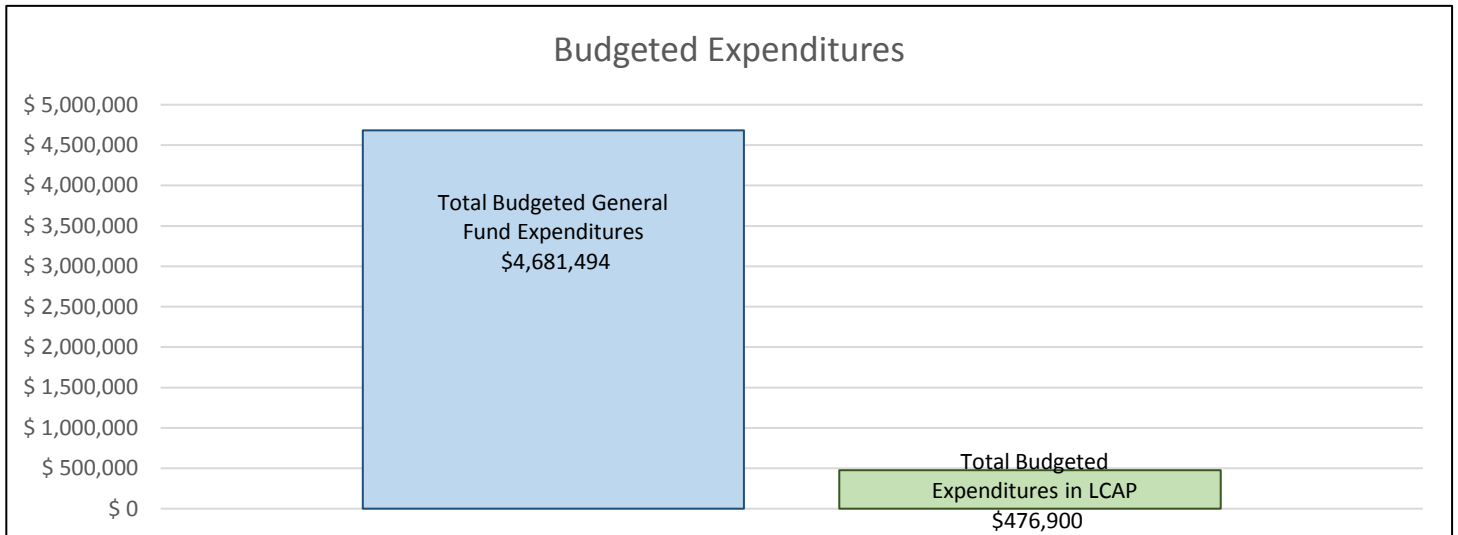


This chart shows the total general purpose revenue Our Community School expects to receive in the coming year from all sources.

The total revenue projected for Our Community School is \$4,535,938.00, of which \$3,750,197.00 is Local Control Funding Formula (LCFF), \$351,603.00 is other state funds, \$268,126.00 is local funds, and \$166,012.00 is federal funds. Of the \$3,750,197.00 in LCFF Funds, \$224,714.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Our Community School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Our Community School plans to spend \$4,681,494.00 for the 2019-20 school year. Of that amount, \$476,900.00 is tied to actions/services in the LCAP and \$4,204,594.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

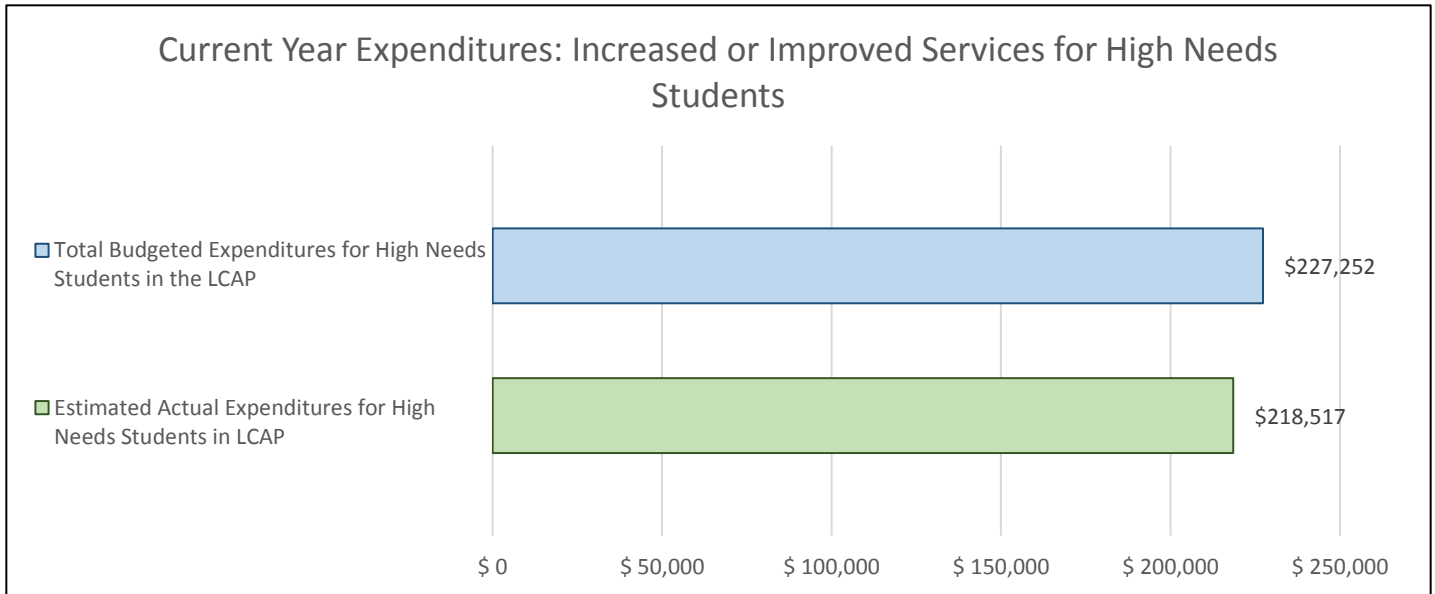
The remaining General Fund Budget Expenditures for the LCAP year includes: Facilities Cost, Instructional Materials, Insurance Costs, Employee Salaries & Benefits not included the LCAP, Utilities and Communications Costs, and any other Operating and Housekeeping Services and Expenses.

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

In 2019-20, Our Community School is projecting it will receive \$224,714.00 based on the enrollment of foster youth, English learner, and low-income students. Our Community School 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, Our Community School plans to spend \$229,400.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

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



This chart compares what Our Community School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Our Community School 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, Our Community School's LCAP budgeted \$227,252.00 for planned actions to increase or improve services for high needs students. Our Community School estimates that it will actually spend \$218,517.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$8,735.00 had the following impact on Our Community School's ability to increase or improve services for high needs students:

The total estimated actual expenditures for actions and services is less than what was planned to be spent for 2018-19. Throughout the LCAP there are more detailed explanations for this. The main area where services may have been affected is in the area of professional development for teachers. As a result of lower than expected spending in this category, we have instituted a professional development task force made up of teachers to give feedback and plan for grade-specific PD that teacher's desire. We will hopefully see an increase in productivity and output for students in the coming year as a result of this change. There is no way to predict what the fewer options of PD resulted in for the high needs students in 2018-19. What we do know is that OCS teachers will gain a benefit from greater quality PD in 2019-20.

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

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

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

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

[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.

LEA Name

Our Community Charter

Contact Name and Title

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Executive Director

Email and Phone

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# 2017-20 Plan Summary

## The Story

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

Our Community School (OCS) is an award-winning, tuition-free, public charter school founded in 2005 serving approximately 450 students in grades TK-8. The Student Enrollment by Student Group (School Year 2017-18) was recorded in our latest SARC. The following is the Student Group Percent of Total Enrollment: Black or African American 7.0%, American Indian or Alaska Native 0.7%, Asian 6.3%, Filipino 0.4%, Hispanic or Latino 33.9%, White 50.4%, Two or More Races 1.3%, Socioeconomically Disadvantaged 29.1% %, English Learners 2.7%, Students with Disabilities 14.8%, and Foster Youth 0.2% .

Our school understands the importance of small class sizes and our average class size is under 25 students. We have 2 classes per grade level which allow our students to create their own classroom communities where they can learn about and develop into the mission of the school. Our Community School's mission is to guide our students to be empowered, ethical, and informed community members. OCS staff members, students, and families collaborate in the ongoing process of education. Our diverse and caring community integrates academics with creativity, thereby fostering independent thinkers, problem solvers, and leaders. We nurture multiple aspects of a child's development: physical, emotional, intellectual, artistic and social. It is our goal to educate the whole child.

The OCS Board of Directors, a group made up of external community members and parents, has the legal and fiduciary responsibility for the school. Representatives of the OCS faculty, administration, and parent association join the board meetings as community advisors. The Executive Director and Principal oversee the day-to-day operations of the school and the Executive Director answers to the Board of Directors. The school receives its charter approval through the L.A. Unified School District.

## LCAP Highlights

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

The following five goals have been identified as focus areas.

**Goal 1 – High-quality academics:** OCS will provide a high quality comprehensive instructional program that focuses on differentiation, increasing rigor and real-world challenges to prepare students for ongoing education. (page 29)

**Goal 2 – Broader community and family supports:** To increase parent outreach for stakeholder feedback and two-way communication while increasing support for home-school collaboration. (page 37)

**Goal 3 – Research-based and mission-based strategies and support:** Increase ongoing development in the area of research and mission-based strategies for developing academic and social-emotional learning. (page 41)

**Goal 4 – Highly-qualified staff:** Ensuring OCS continues to hire highly qualified staff and ensuring ongoing development for the implementation of the common-core-aligned ELD standards. (page 50)

**Goal 5 – Effective resources and efficient operations:** Maintain an effective technology system for instruction and operation of the school, as well as, a safe, secure and maintained the campus. (page 58)

## 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

Our Community School is proud of its many accomplishments and growth over the past school year. Much of this improvement can be seen in the CA School Dashboard.

- Suspension rate is BLUE (which maintained BLUE from last year).
- English Language Arts scores are performing at BLUE level (which increased from a GREEN last year) and Mathematics scores are performing at GREEN level (which maintained GREEN from last year).
- English Learner Progress Indicator is unable to show a score due to the low numbers of English Learners. This is as a result of our high reclassification rate of ELs. We are very proud of this and hope to maintain this progress by utilizing our interventionist who works directly with English Learners.
- In the English Language Arts Assessment Report (2017 CAASPP), two subgroups of Hispanic and Socioeconomically Disadvantaged scored a GREEN. While one subgroup, White, scored a BLUE. This is

an increase from last year.

- In the Mathematics Assessment Report (2017 CAASPP), three subgroups of Hispanic, White, and Socioeconomically Disadvantaged scored a GREEN. This is also an increase over last year when one 2 subgroups scored a GREEN.
- Chronic Absenteeism rate is 7.6%, which unfortunately went up 2% over last year. However, we are still below our local LAUSD district rate of 10.3%.
- OCS has "Met" the standard for ALL Local Indicators.

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**

OCS has maintained its suspension category at the highest of BLUE since last year's LCAP was published. OCS also improved our English Language Arts category up to the highest of BLUE. We are proud to share that we have NO RED scores for any category with "All Students".

Under Suspensions, the subgroup of Students with Disabilities scored GREEN, where last year they had scored ORANGE. Our subgroup of White dropped to a score of YELLOW. The challenge here is that very few students get suspended at our school, and just one suspension can have an effect on the color rating. However, with that said, OCS will be working on increasing various levels of positive behavior supports through our continued Responsive Classroom program and our newly added mindfulness program and character education to ensure that suspensions maintain a low score.

Under 2018 ELA CAASPP test, Students with Disabilities also maintained a score of ORANGE. They scored 22.3 points below standard and declined 9.8 points. We have been working with a new curriculum to supplement with our Students with Disabilities subgroup in order to help them increase their learning of ELA standards. As much as we know work needs to happen to help this subgroup perform better, we acknowledge that our special education population grew in number and in the severity of their needs. Under 2018 Math CAASPP test, Students with Disabilities also dropped to a score of ORANGE. They scored 46.3 points below standard and declined 13.8 points. We have been working with a new curriculum to supplement with our Students with Disabilities subgroup in order to help them increase their learning of Math standards. As much as we know work needs to happen to help this subgroup perform better, we acknowledge that our special education population grew in number and in the severity of their needs.

In the 2018 CA School Dashboard, under the Chronic Absenteeism category, ALL subgroups scored an Orange. This is the first year that this category has seen results. We acknowledge that this is an area of growth for us and have begun to work on educating our families on the importance of the students being in school every day. We will continue improving our messaging and implementing other ideas to increase attendance.

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**

Based on staff and stakeholder feedback and research on effective practices we are implementing 14 LCAP Action/Services to improve services for the low income, English learner and foster youth.

OCS has two performance gaps in the LCFF Evaluation Rubrics.

- Under Suspension Rate - White subgroup scored YELLOW which is 2 or more levels below All Students in Suspension Rates. OCS only suspended 2 students last year, and due to our small school and subgroup size, these small numbers make a big effect. With that said, OCS is continuing to improve its social-emotional curriculum and build out a thorough Empowering Empathy program to supplement our Responsive Classroom approach.
- In English Language Arts - Students with Disabilities scored ORANGE, which is 2 or more levels below All students in ELA CAASPP. (See notes above in the needs category on this rating.)
- In Mathematics - Students with Disabilities scored ORANGE, which is 2 or more levels below All Students in Math CAASPP. (See notes above in the needs category on this rating.)

### **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.

N/A

### **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.

N/A

### **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.

N/A

# 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

OCS will provide a high-quality, comprehensive, instructional program that focuses on differentiation, increasing rigor and real-world challenges to prepare students for ongoing education.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Trimester Assessment Results</b></p> <p><b>2018-19</b></p> <p>After a decrease in 17-18, EL = increase to a 55% annual avg</p> <p>After a decrease in 17-18, Low Socioeconomic = increase to a 79% annual avg</p>	<p>Our focus on measuring success changed from examining Trimester Assessment Results to examining RTI Dibel rates which are benchmarked. Our students in Intervention which includes all English Learners and most Low Socioeconomic scored the following in Trimester 1 =</p> <p>56% Below Core and 44% Core</p> <p>in Trimester 3 =</p> <p>26% Below Core</p> <p>73% Core</p> <p>This shows huge gains in improvement.</p>



<b>Trimester Assessment Results</b>	<p><b>2018-19</b>          After an increase in 17-18,          EL = 75% annual avg</p> <p>Low Socioeconomic =          increase 76% annual avg</p>	<p>Our focus on measuring success changed from examining Trimester Assessment Results to examining RTI Dibel rates which are benchmarked. Our students in Intervention which includes all English Learners and most Low Socioeconomic scored the following in Trimester 1 =</p> <p>56% Below Core and 44% Core</p> <p>in Trimester 3 =</p> <p>26% Below Core</p> <p>73% Core</p> <p>This shows huge gains in improvement.</p>
<b>CAASPP results</b>	<p><b>2018-19</b>          After a slight decrease in 2017, 2018 ELA Met and Exceeded at 73.5% (show growth)</p>	<p>2018 English Language Arts Met and Exceeded at 73.91%</p>
<b>CAASPP Results</b>	<p><b>2018-19</b>          After a slight decrease in 2017, 2018 Math Met and Exceeded 62% (show growth)</p>	<p>2018 Math Met and Exceeded 64.54%</p>

### 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.

#### Goal 1, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>For Actions/Services included as contributing to meeting Increased or</b>	<b>For Actions/Services included as contributing to meeting Increased or</b>	\$7,000 - LCFF - 5000-5999 Services and Other	\$5,000 - LCFF - 5000-5999 Services and Other

<p><b>Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide additional professional development for teachers that support reaching proficiency levels in English Language Arts for all subgroups, especially English Learners, Low Income, Foster Youth, and Students with Disabilities. Training in writer's workshop/program desired. Increase planning and specific small group teacher supports in the area of differentiation.</p>	<p><b>Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provided additional professional development for teachers that support reaching proficiency levels in English Language Arts for all subgroups, especially English Learners, Low Income, Foster Youth, and Students with Disabilities. Provided comprehensive DRA training to all teachers. Various teachers attended professional development in areas of arts integration, teaching creativity, and checking for understanding.</p>	<p>Operating Expenses</p>	<p>Operating Expenses</p>
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**Goal 1, Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide additional professional development and coaching in mathematics to allow teachers</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provided no cost CA Math webinars and training for the new math teacher. Continued working with 7th-8th math substitutes to ensure understanding of</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$300 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>to continue to improve mastery of math curriculum (GO Math and CA Math). This will focus on targeted approaches to differentiation for students in the subgroups.</p>	<p>resources. A couple of select teachers chose to do Stem to Steam PD.</p>		
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**Goal 1, Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue contract with Planet Bravo for tech instruction to all TK-8 students, and professional development and real time technology support for all teachers. This will allow teachers and tech program to use technology as a way to help students from various subgroups improve their learning and results on CAASPP tests.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continued to contract with Planet Bravo for technology instruction to TK-8 students, and professional development and real-time technology support available to all teachers. This allowed teachers and the technology program to use technology as a way to help students from various subgroups improve their learning and results on CAASPP tests.</p>	<p>\$40,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$39,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

**Goal 1, Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Purchase new or replacement equipment, software, and supplies as needed so that students have access for their academic growth.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Purchased 2 new Chromebook carts for teachers to check out in order to have more access for students to use technology and individualized technology-based curriculum to aid their learning. Also, purchased various software and supplies needed to students to access.</p>	<p>\$15,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$18,830 - LCFF - 5000-5999 Services and Other Operating Expenses</p>
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## 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 California School Dashboard, as applicable.

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

It was imperative that at the beginning of the year professional development sessions, OCS brought in trainers with Pearson to complete a comprehensive training of how our teachers were to use DRA2 to level, track, and monitor our students' progress in reading. This was completed in grade level groupings so that the teachers were able to receive the specific training they needed. We have a new ELA curriculum for 6th-8th grade. Teachers were excited about the resources which came with webinar trainings.

A number of teachers had opportunities to experience professional development in the areas of dyslexia, arts integration, checking for understanding, STEAM, and creativity in the classroom. These workshops inspired their work and they shared back in their clusters any relatable information.

OCS continued working with Planet Bravo for our tech instruction. The second year of the whole class format is working well, and is allowing our computer lab to be available at certain times of the day for teachers to reserve to use with students.

OCS purchased 2 new Chromebook carts at the end of this year to be used for the 2019-20 school year. We also used some software programs like Sumdog for math enrichment and Planbook for teacher planning and coordination.

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

*Because of the extra work done this year with our ELA intervention groups, we anticipate seeing an increase or maintenance in our 2019 scores. Our students are feeling more successful as they are receiving more individualized attention to their reading abilities. The DRA2 training for teachers and the realignment and agreement in using these scores as a diagnostic test.*

OCS CAASPP scores increased in both Math and ELA. ELA by 2.38% and Math by 3.86%. These are not significant increases, and we have noticed that our scores tend to rise and fall by only a few percentage points each year. OCS is grateful to see our test scores going in a positive direction. OCS will continue to increase our RTI2 Intervention Program. We have also acquired IXL in Math and English to assist in improving students' ability in Math and ELA for all students in all grades. An increase in professional development for teachers for ELA and Math, but also in differentiation can help us make improvements.

The continued use of Planet Bravo classes being whole class size assisted in scheduling while continuing co-planning time with teachers whose students were either in Technology or Music class that was planned back-to-back.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference between budgeted and actual expenditures because the professional development for reading and mathematics wasn't as robust as planned in 2018-19. We did spend more money on technology to improve opportunities for more individualized access for students.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to the overall goal language, actions or services. However, expected outcomes and metrics were altered slightly because there was a change from using Trimester Assessment Results to using RTI results from Dibels as an easier direct compare measurement.

## **Goal 2**

To increase parent outreach for stakeholder feedback and two-way communication while increasing support for home-school collaboration.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes  
 Local Priorities:

### Annual Measurable Outcomes

Expected		Actual
<b>Family Surveys</b>	<b>2018-19</b> After a drop in respondents in 2017, a new goal of 125 respondents	139 respondents to the Family/LCAP Survey
<b>Volunteer Logs</b>	<b>2018-19</b> + 2% increase in number of volunteers from 2017	Parent and Community Volunteers increased by 3% from 2018 to 315 volunteers.
<b>Parent Education Night Attendance</b>	<b>2018-19</b> About 25% increase from the year before	Unable to use this metric as Parent Education Nights were postponed during the 2018-19 year.

### 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.

#### Goal 2, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools	<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools	\$6,500 - LCFF - 5000-5999 Services and Other Operating Expenses	\$5,685 - LCFF - 5000-5999 Services and Other Operating Expenses

Using technology to enhance two-way communication with parents to allow for more information sharing, tracking of volunteer hours, sharing of volunteer opportunities, completing of forms, and increasing stakeholder input.

Used technology to enhance two-way communication with parents to allow for more information sharing, tracking of volunteer hours, sharing volunteer opportunities, completing forms, and increasing stakeholder input by using school website, emailing, Sangha app, Help Counter, Sign-up genius, etc.

### Goal 2, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ensure continued family support in accessing grade book, report cards, and assessment data via Illuminate Parent Portal, also help in troubleshooting and setup for Sangha App.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ensured continued family support in accessing grade book, report cards, and assessment data via Illuminate Parent Portal. Also, helped in troubleshooting and setup of Sangha app as well as Schoolmint for prospective parents.</p>	<p>\$5,000 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$11,820 - LCFF - 2000-2999 Classified Salaries</p>

### Goal 2, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Enhance Parent Education Night Series to provide high-quality parent education and assistance for families that will help students in academic and social-emotional growth areas. These nights will be targeting to improve home-school balance for students within the unduplicated subgroups.</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Unable to enhance Parent Education Nights this year. The schedule was released later in spring, and attendance was too low to hold the event. Therefore, a more robust program is planned for next year.</p>		
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## 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 California School Dashboard, as applicable.

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

OCS used a variety of means to provide communication with our families. This year we added a new app called Sangha. The exciting features of this were that it synced with our Google Calendar and school information system, and allowed our parents to have two-way communication with our teachers and administration/school office. HelpCounter was a great way for parents to sign in when on campus and log volunteer hours. SignUp Genius was used to sign up for volunteer shifts for Spring Faire. Facebook (free) was a great way to share about upcoming notices and celebrations. Edlio is the website that allowed us to integrate our Google Calendar so that families could stay connected. Together all of these means helped OCS implement this action and improve communication with parents.

Families were now able to access Illuminate to check their child's progress reports, trimester assessments, and attendance. Families of students in grades 5 -8 were also able to check grade books throughout the year for missing assignments and due dates for projects.

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



All of these means of communication have helped improve contact with the school. However, they are not effective enough for easy two-way communication. Sangha caused a lot of turmoil to our families and wasn't as user-friendly as anticipated. There were too many glitches and problems that this system caused an erosion of trust by many families. This is something we need to work on getting back next year. We had a better turnout in the family survey, we would like to see an even greater number of families participating next year. Also, the number of parents that have increased in their volunteerism at school is great. We have had some more volunteers this year, but more importantly, we have had more people logging their volunteer time. Next year our goal is to have more events where parents can get involved outside of the school day.

The Illuminate Parent Portal is working well. Parents are able to access and have the information they need to ask questions about their child's progress. At the end of every trimester and a little throughout the course of the year, many parents needed help accessing the Portal because they either forgot their password or they had never accessed it yet.

Even though the Parent Education Nights didn't happen. There is much anticipation for a varied list of offerings for next year and we hope that we get improved attendance at those events.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference between budgeted and actual expenditures because more money was spent on Action # 2 due to much confusion with Sangha and trouble remembering Parent Portal passwords. Also, there is a material difference between budgeted and actual expenditure on Action # 3 because no Parent Education Nights happened.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal.

### **Goal 3**

Increase ongoing development in the area of research and mission-based strategies for developing academic and social-emotional learning.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School

climate; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Annual Measurable Outcomes

Expected		Actual
<b>English Learner Progress</b>	<b>2018-19</b> CAASPP English Learner Progress rating of 89.5%	Unable to report actual rating due to drop in English Learners being lower than a reportable amount.
<b>EL Reclassification Rate</b>	<b>2018-19</b> After the increase in the 2017 rate, 47% (show growth)	41.7% reclassification rate for 2018-19. This is still an improvement over local resident schools. However, it is not an increase from last year.
<b>Family Survey Participation</b>	<b>2018-19</b> After a drop in respondents in 2017, a new goal of 125 respondents	139 respondents in 2019 on family/LCAP Survey (31% increase)
<b>Student surveys</b>	<b>2018-19</b> Participation from all students in grades 5-8 and a sampling from the younger grades	160 survey responses from students in grades 5 -8.

### 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.

#### Goal 3, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELPAC and Intervention Specialist is to maintain regular reports and additional professional development to show growth and intervention strategies and reevaluate needs of students that are not making marked progress. Provide additional support, outreach and resources to families.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELPAC and Intervention Specialist maintained regular reports and additional professional development to show growth and intervention strategies and reevaluate needs of students that are not making marked progress. Provided additional support, outreach, and resources to families.</p>	<p>\$0 - No Additional Cost (included in other action expenditure)</p>	<p>\$0</p>
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### Goal 3, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue implementation of Illuminate as our SIS and assessment program. We will gradually introduce more modules and have plans to continue expanding on their</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continued implementation of Illuminate as our SIS and assessment program continued. We introduced more modules and had training for all staff at the beginning of</p>	<p>\$12,100 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$13,669 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

resources to help us analyze data and create school-wide systems.

18-19 school year. All teachers use Illuminate for attendance, grade books, progress reports, and more.

**Goal 3, Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue Illuminate professional development and training for staff and teachers on effective implementation of new systems, such as data assessments, report cards, grade books, data analysis, and behavior monitoring for all grades. This will provide our teaching staff to be able to create assessments tailored to their subgroups.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Illuminate professional development, conference attendance, and training for staff and teachers on effective implementation of new systems, such as data assessments, report cards, gradebooks, data analysis, and behavior monitoring for all grades continued. This provided our teaching staff the ability to create assessments tailored to their subgroups.</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$3,055 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

**Goal 3, Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchase Common Core based materials for language arts, math, and NGSS science materials. Purchase curriculum to aid when working with students with characteristics of dyslexia, as well as continue to increase resources to be used with intervention. Maintain Unique curriculum to create alternate curriculum for special education population.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchased Common Core based materials for language arts, math, and NGSS science materials. Maintained Unique curriculum in order to create an alternate curriculum for special education population.</p>	<p>\$45,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$60,000 - LCFF - 4000-4999 Books and Supplies</p>
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**Goal 3, Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Responsive Classroom training for new teachers or those not yet trained. Mindfulness techniques will especially help</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Staff attended Responsive Classroom training for new teachers or those not yet trained. Mindfulness and meditation techniques helped</p>	<p>\$3,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>English Learners, Low Income, and Foster Youth grow as students and allow them opportunities to expand their learning. These trainings will support highly qualified teachers to fulfill the school's mission and ensure a socially and emotionally safe campus.</p>	<p>English Learners, Low Income, and Foster Youth grow as students and allowed them opportunities to expand their learning. These trainings supported highly qualified teachers to fulfill the schools mission and ensure a socially and emotionally safe campus.</p>		
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**Goal 3, Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Training for Paraprofessionals to aid when working with students one-on-one or in small group. This may be in the form of attending off-site or on-site training, webinars, and orientation manuals.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Paraprofessionals received training to aid when working with students in one-on-one or in small groups. This was done on-site with in-person training and coaching as needed.</p>	<p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$2,810 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

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

The ELPAC/Interventionist maintained regular reports of progress and growth of English Learners throughout

the year. Also, constant communication occurred between general education teachers and parents so that they could work as a team and ensured that intervention strategies were working for the students to continually improve.

OCS just completed its 4th year using Illuminate for its SIS and DnA systems. With each year, we have grown to add more modules that our teachers, administration, and families use regularly. All teachers are now using Illuminate for their gradebooks which will automatically link to standards and our progress reports. Teachers are able to use Illuminate to create assessments or upload assessment to Illuminate in order to have great access to the data from assessments which will then inform their teaching and planning for students. Parents have access to the Parent Portal, where they can see their child's attendance, assessment scores, progress reports, and depending on the grade level some can see gradebooks.

We had training for all teachers on Illuminate at the beginning of the school year. Our Data Systems Manager is able to train on Illuminate and provide PD and training to all teachers on all aspects of Illuminate. This position attended various professional developments hosted by Illuminate. OCS also sent 2 members of staff/admin to the Illuminate conference, as well as, having the Office Manager trained on further advancements for our SIS which will help us increase our attendance.

OCS ensures that our curriculum and supplemental materials are Common Core aligned. We continue to purchase our needs for our adopted curriculums. We also continued to purchase new curriculum and teacher training to help educate students with characteristics of dyslexia. Those items were purchased at the end of this year to be used in the 2019-20 school year. Also, our upper grade teachers want to continue using *myPerspectives for their ELA curriculum*. We anticipate being able to show continued growth in reading and writing internal assessment scores in 2019-20. Our 5th-grade teachers will continue using *Wordly Wise* which can expand on what they are currently using. We purchased some science curriculum for the upper grades to be used in 2019-20. Also, we took advantage of opportunities to buy at better values and in some cases purchases more than a one-year subscription. Here are some of the products we purchased to use in 2018-19 and some for 2019-20.

- *GO Math* - Houghton Mifflin Harcourt for grades K-5
- *California Math* - McGraw Hill for grades 6-8
- *Ready Common Core ELA* - Curriculum Associates for grades 4-5
- *Words Their Way* - Pearson for grades K-5
- *Science Dimensions - Houghton Mifflin Harcourt for grades 6-8*
- *History Alive* - TCI for grades 6-8
- Handwriting books - Zaner-Bloser for grades K-4
- IXL for Math and Reading - grades K-8
  
- *Lexia Core 5 - Intervention for grades K-6*
  
- Mystery Science for grades K-5

- Scholastic magazines for various elementary grades

At OCS, it is important that we have a schoolwide system for classroom management and can promote the social-emotional learning of our students inside and outside of the classroom. One way that we do this is by being a Responsive Classroom school. It is important for our new teachers to attend the RC four day workshops in the summer. Our TAs and returning teachers get a refresher PD internally at the beginning of each school year. This year Responsive Classroom offered one-day institutes on particular topics. OCS sent a number of specialist teachers to these sessions.

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

Our Reclassification rate for English Learners has always been strong and consistent. We reclassified at 41.7% which is near where we were the year before. We came close to our goal, but this result is still very good.

Our respondent rate for the Family Survey surged back to near where it had been in years. We were grateful to see this input and feedback.

We were able to have a separate school climate survey for our students for the first time. Almost all students in the 5th-8th grades took this survey. The results are a great place to start as we begin to plan for the coming year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference between budgeted and actual expenditures because more money was spent on Common Core materials this year due to purchasing new curriculum for the fall and due to sending more staff to the summer Responsive Classroom workshop. Also, we spent less money than budgeted on Illuminate training. We were actually able to get some training and have staff attend workshops that were free and included in the cost of using Illuminate. We also spent more than expected on paraprofessional training of intervention techniques, Lexia, and others.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

There was one change to Action #5. The school decided not to spend money on training through Mindful Schools this year. Therefore, that one sentence has been eliminated from the Action statement.



## Goal 4

Ensuring OCS continues to hire highly qualified staff and provides ongoing professional development for implementation of the common core-aligned ELD standards.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Annual Measurable Outcomes

Expected		Actual
<b>English Learner Progress</b>	<b>2018-19</b> CAASPP English Learner Progress rating of 89.5%	Unable to report actual rating due to drop in English Learners being lower than a reportable amount.
<b>EL Reclassification Rate</b>	<b>2018-19</b> After the increase in the 2017 rate, 47% (show growth)	41.7% reclassification rate
<b>CAASPP Results</b>	<b>2018-19</b> After a slight decrease in 2017, 2018 ELA Met and Exceeded at 73.5% (show growth)	2018 ELA Met and Exceeded 73.91%
<b>CAASPP Results</b>	<b>2018-19</b> After a slight decrease in 2017, 2018 Math Met and Exceeded 62% (show growth)	2018 Math Met and Exceeded 64.54%

### Actions / Services

**Goal 4, Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELPAC/EL Coordinator will maintain detailed record of EL students' area of focus for intervention, goals, and next steps to best organize and support EL students.</p> <p>OCS admin will meet and evaluate EL student progress with ELPAC/EL coordinator each trimester to assess effectiveness of EL support and delivery system and projections for reclassification target goals.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELPAC/EL Coordinator maintained detailed records of EL students' areas of focus for intervention, goals, and next steps to best organize and support EL students. OCS administration met and evaluated EL student progress with ELPAC/EL coordinator twice during the school year to assess the effectiveness of EL support and delivery system and projections for reclassification target goals.</p>	<p>\$71,752 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p>	<p>\$28,780 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$42,972 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p>

**Goal 4, Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$0 - No additional cost (included in previous action expenditure)</p>	<p>\$0</p>

<p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELPAC coordinator will meet regularly with general education teacher and teaching assistants to share progress and refocus areas of intervention and needs for additional support.</p>	<p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELPAC coordinator met regularly with general education teachers and paraprofessionals to share progress and refocus areas of intervention and needs for additional support.</p>		
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**Goal 4, Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Ensure ELPAC coordinator gets additional professional development in the area of EL instruction and ELPAC. School-wide professional development for teachers for ELs and RFEPs.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>ELPAC coordinator received additional professional development in the area of EL instruction and ELPAC. School-wide professional development for teachers for ELs and RFEPs was only provided through the ELPAC Coordinator.</p>	<p>\$500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$450 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

### Goal 4, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to implement differentiation strategies as learned during previous professional development sessions. Ensure teaching assistants are utilized to offer additional supports for struggling learners. Teaching assistants to receive additional training on SIPPS from ELPAC/intervention specialist.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><i>Continued to implement differentiation strategies as learned during previous professional development sessions. Ensured paraprofessionals were utilized to offer additional supports for struggling learners. Paraprofessionals received additional training on SIPPS from ELPAC/Intervention Specialist.</i></p>	<p>\$4,000 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$2,268 - LCFF - 2000-2999 Classified Salaries</p>

### Goal 4, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$60,000 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$50,000 - LCFF - 2000-2999 Classified Salaries</p>

<p>Location: All Schools</p> <p>Maintain records for all credentialed teaching assignments to manage current credential status, TB, Department of Justice status, and all teacher training requirements.</p> <p>Hire new Paraprofessionals and Behavior Implementation Interventionists as needed to support growing SPED student population and when needed, to assist with general education intervention.</p> <p>The paraprofessionals as well as the highly qualified teachers also work in classrooms to provide assistance to all students as needed, including those in the unduplicated subgroups.</p>	<p>Location: All Schools</p> <p>Maintained records for all credentialed teaching assignments to managed current credential status, TB, Department of Justice status and all teacher training requirements.</p> <p>Hired new SPED paraprofessionals and Behavior Implementation Interventionists to support growing SPED student population.</p> <p>The new Paraprofessional positions, as well as the highly qualified teachers, also worked in classrooms to provide assistance to all students as needed, including those in the unduplicated subgroups.</p>		
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## 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 California School Dashboard, as applicable.

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

The ELPAC Coordinator did a wonderful job working with our EL students while continuing to stay abreast of the academic progress our reclassified students were doing. All students were tested in the ELPAC. This coordinator works well with co-planning with general education teachers as she prepares intervention activities for the ELs. The Paraprofessionals were trained in Lexia, Dibels, SIPPS, and other techniques to be able to help with students in small groups so that they can help improve their reading progress.

The ELPAC Coordinator attended 2 trainings this year on the implementation of the ELPAC. Also, the outgoing ELPAC Coordinator trained her replacement towards the end of the 18-19 school year.

Our teachers are highly qualified and all are properly credentialed. Our Assistant Principal is our custodian of record and ensures that every staff member is placed appropriately.

We did have a need to hire more than one new Paraprofessional and Behavior Implementation Interventionist with our increase in Sped population. However, those hires were paid for through special education funding and not LCFF. Therefore, evidence of this extra expenditure will not be shared in this LCAP.

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

Our Reclassification rate for English Learners has always been strong and consistent. We reclassified at 41.7% which is near where we were the year before. We came close to our goal, but this result is still very good.

Our respondent rate for the Family Survey surged back to near where it had been in years. We were grateful to see this input and feedback.

We were able to have a separate school climate survey for our students for the first time. Almost all students in the 5th-8th grades took this survey. The results are a great place to start as we begin to plan for the coming year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference between budgeted and actual expenditures because it cost less for training and professional development in the area of ELPAC and paraprofessional training than anticipated. Also, it cost slightly less than anticipated to ensure that all records were maintained.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The only change made throughout this goal lies in the action statements. During the 2018-19 school year, OCS changed the job title and description for our Teacher Assistants (TAs) to Paraprofessionals. Therefore, changes were made as needed within the actual statements.

## Goal 5

Maintain an effective technology system for instruction and operation of the school, as well as, a safe, secure and orderly campus.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 6. School climate; 7. Course access  
Local Priorities:

### Annual Measurable Outcomes

Expected		Actual
<b>Family Surveys</b>	<b>2018-19</b> After a drop in respondents in 2017, a new goal of 125 respondents	139 respondents in 2019
<b>Staff Surveys</b>	<b>2018-19</b> After a dip in respondents in 2017, a new goal of 40 respondents	Staff Surveys were provided in the Winter and in the Spring. There was an increase in feedback among teachers. In the Spring, all but 1 teacher completed the survey. However, at the highest count for the year, overall 35 staff members completed the survey.

### 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.

#### Goal 5, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$61,174 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Maintain all WiFi services to enhance accessibility. Use of Category 2 Erate funds to revamp hardware throughout campus to improve WiFi connectibility. Office manager to review all Erate applications and deadlines twice per year.</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Maintained and improved all wifi services to enhance accessibility. Used Category 2 E-rate funds to revamp hardware throughout campus to improve wifi connectibility. Data Systems Manager reviewed all E-rate applications and deadlines twice per year.</p>		
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### Goal 5, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Determine facilities needs to ensure a safe and conducive learning environment including maintenance of our campus.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Determined facilities' needs to ensure a safe and conducive learning environment including maintenance of our campus.</p>	<p>\$150,000 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$150,000 - LCFF - 2000-2999 Classified Salaries</p>

### Goal 5, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$4,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$4,160 - LCFF - 4000-4999 Books and Supplies</p>



<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>OCS will continue use of a new system for lottery and enrollment. This system is an efficient new resource that allows for ease of communication with parents, simpler re-enrollment process, and ensures that our school continues to have robust waitlists every year. This system will provide for a greater outreach to English Learner, Foster Youth, and Low Income families as a communication tool which will improve home-school communication.</p>	<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>OCS continued the use of a web-based system for lottery and enrollment. This system allowed for ease of communication with parents, simpler re-enrollment process, and ensured that our school continues had robust waitlists last year. This system will provide for greater outreach to English Learner, Foster Youth, and Low-Income families as a communication tool which will improve home-school communication.</p>		
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## 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 California School Dashboard, as applicable.

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

OCS is not a school that uses blended learning or requires all students to have their own tablet. We are however growing in our technology use every year. Last year we purchased 2 new Chromebook carts and more classrooms have a small grouping of tablets for work in centers/small groups. Next year we will have 4 Chromebook carts as well as the computer lab. Because of this, it has become more essential than before that we ensure our wifi signal is strong and that our infrastructure can handle the bandwidth. This year through E-rate we used Category 2 funding for the purpose of upgrading our wiring to handle the wifi network hardware. This was an extra expense that we hadn't anticipated entirely.

OCS has an amazing staff of custodians who ensure that the campus remains clean and safe at all times. We hire a landscaping company as well to maintain our campus environment.

We continued using Schoolmint as our lottery system this year and have our new families also use this for re-enrollment purposes. It works well and allows us to track our attendees to school tours and applications so that we can maintain a healthy waitlist in all grade levels.

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

Our respondent rate for the Family/LCAP Survey surged back to similar numbers from past years. We asked directed questions about LCAP spending. Our families discussed wanting to continue with technology education for our students so that they can become 21st Century learners. Our families were satisfied with the Planet Bravo technology class and that many teachers are using technology in other ways across all grade levels.

We chose to give our Staff Survey during two different intervals this year. As a result, we gained a lot of feedback about what the teachers and staff need and desire. We will be using this feedback to help craft our goals for next year and find ways to better communicate with staff in the future.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference between budgeted and actual expenditures because we spent considerably more money on updating the WiFi infrastructure mentioned in action # 1 due to Erate Category 2 funding.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal.

# 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?

**Staff:** This year we went through updating our Strategic Plan. All Staff had the opportunity to take a SWOT survey from September 28 - October 10, 2018, which helped inform the strategic plan and the LCAP goals. Staff had the first opportunity to take the School Climate Survey from December 11 - 20, 2018. Teachers had an opportunity to participate in a cooperative session, Circle Friends Group (CFG) to share opinions on the status of the school in February 2018. During April 26 - May 3, 2019, staff completed the 2nd school climate survey of the year. 35 staff participated.

**Families:** On February 27-28, 2019, and June 4, 2019, the Executive Director presented the State of the School Address, which included information about LCFF, LCAP, and the CA Dashboard. The OCS Principal presented to the Panda Partners, OCS parent organization, on November 8, 2018, and February 8, 2019, about LCAP, LCFF, and the CA Dashboard. In 2019, The School Site Council meeting agenda items included a review of CAASPP data and presentation about our CA Dashboard as well as, LCFF and LCAP. The Family and LCAP survey was distributed to families on May 24, 2019, and was open through June 10, 2019, to receive feedback about school programs and progress. 139 OCS family members participated.

**Students:** On most Fridays, the Principal oversees an OCS Student Senate meeting and engages the students about needs on campus. The principal took notes on student feedback. On June 3 - 6, 2019, 160 Students representing grades 5-8 completed a School Climate Survey that helped name areas of need and focus for the LCAP.

# Impact on LCAP and Annual Update

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

## Respondents shared information about needs such as:

- Desire for more arts in the classroom
- Increase communication through a variety of means
- Improved professional development planning in grade-specific areas
- Greater focus on differentiation of instruction and increased intervention support
- Implementation of the Next Generation Science Standards
- Need for greater improvement in the use of technology and technology instruction outside of technology class
- More Responsive Classroom training for staff

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Unchanged Goal

## Goal 1

OCS will provide a high-quality, comprehensive, instructional program that focuses on differentiation, increasing rigor and real-world challenges to prepare students for ongoing education.

### State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Identified Need:

The CAASPP results from 2018 were all-around improved. Our ELA scores increased by 2.38% and our math scores increased by 3.86%. We are looking to continue this increase and upward trend in scores. Teachers were surveyed and they asked for more professional development in the areas of writing and grade-level specific training. Also, through family surveys, we know that there is a continued need to bring in programs that prepare our upper grade (grade 6-8) students for high school as well as prepare our elementary students to transfer successfully to our upper grade program.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Trimester Assessment Results	<p>ELA % of students who are proficient.</p> <p>ELs = 64% year avg</p> <p>Low Socioeconomic</p>	<p>EL = about 67% avg</p> <p>Low Socioeconomic = maintain 81% avg</p>	<p>After a decrease in 17-18, EL = increase to a 55% annual avg</p> <p>After a decrease in 17-18, Low</p>	<p>Increase in % of students that are Core in Dibels through RTI program</p>

	= 81% year avg		Socioeconomic = increase to a 79% annual avg	
Trimester Assessment Results	Math % of students who are proficient.  ELs = 53% year avg  Low Socioeconomic = 74% year avg	EL = about 55% avg  Low Socioeconomic = about 75% avg	After an increase in 17-18, EL = 75% annual avg  Low Socioeconomic = increase 76% annual avg	EL = about 78% annual avg  Low Socioeconomic = about 78% annual avg
CAASPP results	2016 ELA Met and Exceeded at 74%	2017 ELA Met and Exceeded at 75% (maintain and show growth)	After a slight decrease in 2017, 2018 ELA Met and Exceeded at 73.5% (show growth)	2019 ELA Met and Exceeded at 74% (show small growth)
CAASPP Results	2016 Math Met and Exceeded 62%	2017 Math Met and Exceeded 63% (maintain and show growth)	After a slight decrease in 2017, 2018 Math Met and Exceeded 62% (show growth)	2019 Math Met and Exceeded 64% (maintain)

## Planned Actions / Services

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

### Goal 1, 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)

**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:

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

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

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

**Actions/Services**

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Unchanged Action
Provide additional professional development for teachers that support reaching proficiency levels in English Language Arts for all subgroups, especially English Learners, Low Income, Foster Youth, and Students with Disabilities. Training in writer's workshop/program desired. Increase planning and specific small group teacher supports in the area of differentiation.	Provide additional professional development for teachers that support reaching proficiency levels in English Language Arts for all subgroups, especially English Learners, Low Income, Foster Youth, and Students with Disabilities. Training in writer's workshop/program desired. Increase planning and specific small group teacher supports in the area of differentiation.	Provide additional professional development for teachers that support reaching proficiency levels in English Language Arts for all subgroups, especially English Learners, Low Income, Foster Youth, and Students with Disabilities. Increase planning and specific small group teacher supports in the area of differentiation.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
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Amount	\$5,000	\$7,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

### Goal 1, 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)

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)

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
Provide additional professional development in mathematics to allow teachers to continue to	Provide additional professional development and coaching in mathematics to allow teachers to	Provide additional professional development and coaching in mathematics to allow teachers to



improve mastery of new math curriculum (GO Math and CA Math). This will focus on targeted approaches to differentiation for students in the subgroups.

continue to improve mastery of math curriculum (GO Math and CA Math). This will focus on targeted approaches to differentiation for students in the subgroups.

continue to improve mastery of math curriculum. This will focus on targeted approaches to differentiation for students in the subgroups.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

### Goal 1, 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)

**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)

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

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Modified Action
Continue contract with Planet Bravo for tech instruction to all TK-8 students, and professional development and real time technology support for all teachers. This will allow teachers and tech program to use technology as a way to help students from various subgroups improve their learning and results on CAASPP tests.	Continue contract with Planet Bravo for tech instruction to all TK-8 students, and professional development and real time technology support for all teachers. This will allow teachers and tech program to use technology as a way to help students from various subgroups improve their learning and results on CAASPP tests.	Specialized education provided in the fields of technology, music, and art in order to augment a whole child education.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$48,000	\$40,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

## Goal 1, Action 4

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

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(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)

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**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action

Purchase new or replacement equipment, software, and supplies as needed so that students have access for their academic growth.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Purchase new or replacement equipment, software, and supplies as needed so that students have access for their academic growth.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Purchase new or replacement equipment, software, and supplies as needed so that students have access for their academic growth.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$10,000	\$15,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

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

Modified Goal

## Goal 2

To increase parent outreach for stakeholder feedback and two-way communication while increasing support for home-school collaboration.

### State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Identified Need:

Family surveys have indicated that parents want to have more stakeholder input without being overly surveyed. Parents also want an improved communication tool from the school to make it easier to get information and share feedback. OCS feels it is important to use technology to our advantage by having more means where we can reach all parents, especially those of English Learners, Foster Youth, and Low-Income students.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Family Surveys	147 respondents	+ 2% increase in respondents	After a drop in respondents in 2017, a new goal of 125 respondents	After a 2018 result of 139 respondents, increase by 5% .
Volunteer Logs	About 200 Volunteers	+ 5% increase in number of volunteers	+ 2% increase in number of volunteers from 2017	+ 2% increase in number of volunteers
Parent Education Night Attendance	Averaging 20	About 50% increase from the year before	About 25% increase from the year before	About 25% increase from the 2017-18

## Planned Actions / Services

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

### Goal 2, 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:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

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

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

### Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
Using technology to enhance two-way communication with parents to allow for more information sharing, tracking of volunteer hours, sharing of volunteer opportunities, and increase stakeholder input.	Using technology to enhance two-way communication with parents to allow for more information sharing, tracking of volunteer hours, sharing of volunteer opportunities, completing of forms, and increasing stakeholder input.	Using technology to enhance two-way communication with parents to allow for more information sharing, tracking of volunteer hours, sharing of volunteer opportunities, completing of forms, and increasing stakeholder input.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,000	\$6,500	\$6,500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

### Goal 2, Action 2

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

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

<b>Location(s):</b>
(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:

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

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

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

**Actions/Services**

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
Ensure continued family support in accessing grade book, report cards, and assessment data via Illuminate Parent Portal.	Ensure continued family support in accessing grade book, report cards, and assessment data via Illuminate Parent Portal, also help in troubleshooting and setup for Sangha App.	Ensure continued family support in accessing grade book, report cards, and assessment data via Illuminate Parent Portal. Also, help in troubleshooting and setup for a web-based application for communication as well as for Schoolmint for prospective parents.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$5,500	\$5,000	\$8,000

Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries

### Goal 2, 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)

**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)

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Unchanged Action
Enhance Parent Education Night Series to provide high-quality parent education and assistance for families that will help students in academic and social-emotional	Enhance Parent Education Night Series to provide high-quality parent education and assistance for families that will help students in academic and social-emotional	Enhance Parent Education Night Series to provide high-quality parent education and assistance for families that will help students in academic and social-emotional



growth areas. These nights will be targeting to improve home-school balance for students within the unduplicated subgroups.

growth areas. These nights will be targeting to improve home-school balance for students within the unduplicated subgroups.

growth areas. These nights will be targeting to improve home-school balance for students within the unduplicated subgroups.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,500	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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

Unchanged Goal

### Goal 3

Increase ongoing development in the area of research and mission-based strategies for developing academic and social-emotional learning.

#### State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

#### Identified Need:

Based on staff and student surveys, there is a need to increase our positive behavior implementations and supports for social-emotional learning. Based on family and staff surveys, it is vital that all programs that we use or curriculum that we adopt are research-based and can help fit the mission of the school.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Progress	CAASPP English Learner Progress rating of 87.5%	CAASPP English Learner Progress rating of 89.5%	CAASPP English Learner Progress rating of 89.5%	This metric will only be possible if the school acquires more ELs in 2019-20.
EL Reclassification Rate	40%	About 41%	After the increase in the 2017 rate, 47% (show growth)	After the decrease in the 2018 rate, 43% (show growth)
Family Survey Participation	147 respondents	About 2% increase	After a drop in respondents in 2017, a new goal of 125 respondents	After a 2018 result of 139 respondents, increase by 5%.
Student surveys	40 representative respondents	40+ a larger representative group from the upper grades	Participation from all students in grades 5-8 and a sampling from the younger grades	Participation from all students in grades 5-8 and a sampling from the younger grades

## Planned Actions / Services

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

### Goal 3, 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)

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)

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**

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
CELDT and Intervention Specialist is to maintain regular reports and additional professional development to show growth and intervention strategies and reevaluate needs of students that are not making marked progress. Provide additional support, outreach and resources to families.	ELPAC and Intervention Specialist is to maintain regular reports and additional professional development to show growth and intervention strategies and reevaluate needs of students that are not making marked progress. Provide additional support, outreach and resources to families.	ELPAC and Intervention Specialist is to maintain regular reports and additional professional development to show growth and intervention strategies and reevaluate needs of students that are not making marked progress. Provide additional support, outreach and resources to families.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Source			
Budget Reference	; No Additional Cost (included in other action expenditure)	; No Additional Cost (included in other action expenditure)	; No Additional Cost (included in other action expenditure)

### Goal 3, 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)

**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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
Continue implementation of Illuminate as our new SIS and assessment program. In 16-17, we gradually introduced more modules and have plans to	Continue implementation of Illuminate as our SIS and assessment program. We will gradually introduce more modules and have plans to continue	Continue implementation of Illuminate as our SIS and assessment program. We will gradually introduce more modules and have plans to continue

continue expanding on their resources to help us analyze data and create school-wide systems.

expanding on their resources to help us analyze data and create school-wide systems.

expanding on their resources to help us analyze data and create school-wide systems.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$12,000	\$12,100	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

### Goal 3, 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)

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)

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Unchanged Action
Continue Illuminate professional development and training for staff and teachers on effective implementation of new systems, such as data assessments, report cards, grade books, data analysis, and behavior monitoring for all grades. This will provide our teaching staff to be able to create assessments tailored to their subgroups.	Continue Illuminate professional development and training for staff and teachers on effective implementation of new systems, such as data assessments, report cards, grade books, data analysis, and behavior monitoring for all grades. This will provide our teaching staff to be able to create assessments tailored to their subgroups.	Continue Illuminate professional development and training for staff and teachers on effective implementation of new systems, such as data assessments, report cards, grade books, data analysis, and behavior monitoring for all grades. This will provide our teaching staff to be able to create assessments tailored to their subgroups.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

## Goal 3, 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)

**Location(s):**

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

All

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)

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**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
Purchase Common Core based materials for language arts, math, and NGSS science materials. Maintain Unique curriculum to create alternate curriculum for special education population.	Purchase Common Core based materials for language arts, math, and NGSS science materials. Purchase curriculum to aid when working with students with characteristics of dyslexia, as well as continue to increase resources to be used with intervention. Maintain Unique curriculum to create alternate curriculum for special education population.	Purchase Common Core based materials for language arts, math, and NGSS science materials. Purchase curriculum to aid when working with students with characteristics of dyslexia, as well as continue to increase resources to be used with intervention. Maintain Unique curriculum to create alternate curriculum for special education population.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$30,000	\$45,000	\$45,000

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

### Goal 3, 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)

**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)

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Modified Action
Responsive Classroom training for new teachers or those not yet trained. Mindful Schools training for select staff who will be coaches. Mindfulness techniques	Responsive Classroom training for new teachers or those not yet trained. Mindful Schools training for select staff who will be	Responsive Classroom training for new teachers or those not yet trained. Meditation techniques will especially help English Learners,



will especially help English Learners, Low Income, and Foster Youth grow as students and allow them opportunities to expand their learning. These trainings will support highly qualified teachers to fulfill the school's mission and ensure a socially and emotionally safe campus.

coaches. Mindfulness techniques will especially help English Learners, Low Income, and Foster Youth grow as students and allow them opportunities to expand their learning. These trainings will support highly qualified teachers to fulfill the school's mission and ensure a socially and emotionally safe campus.

Low Income, and Foster Youth grow as students and allow them opportunities to expand their learning. These trainings will support highly qualified teachers to fulfill the school's mission and ensure a socially and emotionally safe campus.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$3,500	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

### Goal 3, Action 6

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:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

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

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

### Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	Training for Paraprofessionals to aid when working with students one-on-one or in small group. This may be in the form of attending off-site or on-site training, webinars, and orientation manuals.	Training for Paraprofessionals to aid when working with students one-on-one or in small group. This may be in the form of attending off-site or on-site training, webinars, and orientation manuals.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$2,000	\$3,000
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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

Unchanged Goal

### Goal 4

Ensuring OCS continues to hire highly qualified staff and provides ongoing professional development for implementation of the common core-aligned ELD standards.

### State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Identified Need:

It is essential that all of our faculty and staff are highly qualified to work with our students. A staff that has experience and training to provide the proper academic experiences for our students is needed to continue to improve academically and social-emotionally as a school.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Progress	CAASPP English Learner Progress rating of 87.5%	CAASPP English Learner Progress rating of 89.5%	CAASPP English Learner Progress rating of 89.5%	This metric will only be used if the English Learner population increases in 2019-20.
EL Reclassification Rate	40%	About 41%	After the increase in the 2017 rate, 47% (show growth)	After the decrease in the 2018 rate, 43% (show growth)
CAASPP Results	2016 ELA Met and Exceeded 74%	2017 ELA Met and Exceeded 75% (maintain and show growth)	After a slight decrease in 2017, 2018 ELA Met and Exceeded at 73.5% (show growth)	2019 ELA Met and Exceeded at 75% (show growth)
CAASPP Results	2016 Math Met and Exceeded 62%	2017 Math Met and Exceeded 63% (maintain and show growth)	After a slight decrease in 2017, 2018 Math Met and Exceeded 62%	2019 Math Met and Exceeded 64% (maintain)

(show growth)

## Planned Actions / Services

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

### Goal 4, 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)

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)

English Learners

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

CELDT/EL Coordinator will maintain detailed record of EL students' area of focus for

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

ELPAC/EL Coordinator will maintain detailed record of EL students' area of focus for

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

ELPAC/EL Coordinator will maintain detailed record of EL students' area of focus for

intervention, goals, and next steps to best organize and support EL students.

OCS admin will meet and evaluate EL student progress with CELDT/EL coordinator at least monthly to assess effectiveness of EL support and delivery system and projections for reclassification target goals.

intervention, goals, and next steps to best organize and support EL students.

OCS admin will meet and evaluate EL student progress with ELPAC/EL coordinator each trimester to assess effectiveness of EL support and delivery system and projections for reclassification target goals.

intervention, goals, and next steps to best organize and support EL students.

OCS admin will meet and evaluate EL student progress with ELPAC/EL coordinator each trimester to assess effectiveness of EL support and delivery system and projections for reclassification target goals.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$71,752	\$71,752	\$40,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries

### Goal 4, 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)

**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)

English Learners

**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**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
CELDT coordinator will meet regularly with general education teacher and teaching assistants to share progress and refocus areas of intervention and needs for additional support.	ELPAC coordinator will meet regularly with general education teacher and teaching assistants to share progress and refocus areas of intervention and needs for additional support.	ELPAC coordinator will meet regularly with general education teacher and teaching assistants to share progress and refocus areas of intervention and needs for additional support.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; No additional cost (included in previous action expenditure)	; No additional cost (included in previous action expenditure)	; No additional cost (included in previous action expenditure)

**Goal 4, 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)

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)

English Learners

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
Ensure CELDT coordinator gets additional professional development in the area of EL instruction and ELPAC. School-wide professional development for teachers for ELs and RFEPs.	Ensure ELPAC coordinator gets additional professional development in the area of EL instruction and ELPAC. School-wide professional development for teachers for ELs and RFEPs.	Ensure ELPAC coordinator gets additional professional development in the area of EL instruction and ELPAC. School-wide professional development for teachers for ELs and RFEPs.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	LCFF	LCFF	LCFF

Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
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**Goal 4, 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)

**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)  
 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**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
Continue to implement differentiation strategies as learned during professional development sessions during the 15-16 school year. Ensure teaching assistants are utilized to offer additional supports for struggling learners. Teaching assistants to	Continue to implement differentiation strategies as learned during previous professional development sessions. Ensure teaching assistants are utilized to offer additional supports for struggling learners. Teaching assistants to	Continue to implement differentiation strategies as learned during previous professional development sessions. Ensure paraprofessionals are utilized to offer additional supports for struggling learners. Paraprofessionals to receive



receive additional training on SIPPS from CELDT/intervention specialist.

receive additional training on SIPPS from ELPAC/intervention specialist.

additional training on various intervention curriculum and SIPPS from ELPAC/intervention specialist.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries

### Goal 4, 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)

**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)

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
<p>Maintain records for all credentialed teaching assignments to manage current credential status, TB, and Department of Justice status, and all teacher training requirements.</p> <p>Hire new SPED teaching assistant and Behavior Implementation Interventionist to support growing SPED student population.</p> <p>The new TA position as well as the highly qualified teachers also work in classrooms to provide assistance to all students as needed, including those in the unduplicated subgroups.</p>	<p>Maintain records for all credentialed teaching assignments to manage current credential status, TB, Department of Justice status, and all teacher training requirements.</p> <p>Hire new Paraprofessionals and Behavior Implementation Interventionists as needed to support growing SPED student population and when needed, to assist with general education intervention.</p> <p>The paraprofessionals as well as the highly qualified teachers also work in classrooms to provide assistance to all students as needed, including those in the unduplicated subgroups.</p>	<p>Maintain records for all credentialed teaching assignments to manage current credential status, TB, Department of Justice status, and all teacher training requirements.</p> <p>Hire new Paraprofessionals and Behavior Implementation Interventionists as needed to support growing SPED student population and when needed, to assist with general education intervention.</p> <p>The paraprofessionals as well as the highly qualified teachers also work in classrooms to provide assistance to all students as needed, including those in the unduplicated subgroups.</p>

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$60,000	\$60,000	\$50,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries

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

Unchanged Goal

## Goal 5

Maintain an effective technology system for instruction and operation of the school, as well as, a safe, secure and orderly campus.

### State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 6. School climate; 7. Course access  
Local Priorities:

### Identified Need:

Surveys have shown that maintenance is needed in our WiFi system to be able to utilize all systems with our added technology to the upmost potential. Families have provided positive feedback about the improvements in the re-enrollment and lottery application system.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Family Surveys	147 respondents	About 2% increase	After a drop in respondents in 2017, a new goal of 125 respondents	After 139 respondents in 2019, a 5% increase
Staff Surveys	45 respondents	About 2% increase	After a dip in respondents in 2017, a new goal of 40 respondents	Continue offering survey twice in year. Increase number of participants by 5% from 35 staff members.

### Planned Actions / Services

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

### Goal 5, 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)

**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)

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
Maintain all WiFi services to enhance accessibility. Office manager to review all Erate applications and deadlines twice per year.	Maintain all WiFi services to enhance accessibility. Use of Category 2 Erate funds to revamp hardware throughout campus to improve WiFi connectivity. Office manager to review all Erate applications and deadlines twice per year.	Maintain all WiFi services to enhance accessibility. Data Systems Manager to review all E-rate applications and deadlines twice per year.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$10,000	\$16,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

## Goal 5, 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)

**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**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Unchanged Action
Determine facilities needs to ensure a safe and conducive learning environment including maintenance of our campus.	Determine facilities needs to ensure a safe and conducive learning environment including maintenance of our campus.	Determine facilities needs to ensure a safe and conducive learning environment including maintenance of our campus.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$150,000	\$150,000	\$170,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries

**Goal 5, 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)

**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:

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

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

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

**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Modified Action
OCS will continue use of a new system for lottery and enrollment. This system is an efficient new resource that allows for ease of communication with parents, simpler re-enrollment process, and ensures that our school continues to have robust waitlists every year. This system will provide for a greater outreach to English Learner, Foster Youth, and Low Income families as a communication tool which will improve home-school communication.	OCS will continue use of a new system for lottery and enrollment. This system is an efficient new resource that allows for ease of communication with parents, simpler re-enrollment process, and ensures that our school continues to have robust waitlists every year. This system will provide for a greater outreach to English Learner, Foster Youth, and Low Income families as a communication tool which will improve home-school communication.	OCS will continue the use of a web-based system for lottery and enrollment. This system is an efficient resource that allows for ease of communication with parents, simpler re-enrollment process, and ensures that our school continues to have robust waitlists every year. This system will provide for greater outreach to English Learner, Foster Youth, and Low-Income families as a communication tool which will improve home-school communication.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
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Amount	\$4,000	\$4,000	\$4,400
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

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# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$224,714	6.37%

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](#)).

Our Community School utilizes LCFF supplemental funding to increase a variety of services for our unduplicated pupil groups. Because we are a full inclusion school. We do not have separate classrooms for ELD or Sped. It is therefore important that these services are integrated naturally into the classroom.

- Grade-level specific professional development for our teachers specifically focusing on reading, writing, and math should be a benefit to help meet the needs of those students.
- Technology and advancement in technology are especially important for the unduplicated pupils because it slows them access to certain individualized aspects as our curriculums that can improve their learning.
- Necessary equipment, supplies, software that can help unduplicated pupils improve with enrichment or intervention.
- Providing the needed paraprofessionals to help aid in their learning is key.
- Our ELPAC/Intervention Teacher focuses on the English Learners and any of the low-income or foster youth that need assistance in making up any gaps in their learning or reading. She also trains the paraprofessionals to work with those groups specifically.
- We ensure that all of our teachers are highly qualified and therefore the best teachers for those students.
- Our parent education series will be up and running again next year. We plan to offer more courses/sessions next year. Our goal is to grow this to be a service to parents of unduplicated pupils so that they will be able to continue that home-school connection and the students will see growth in learning as a result.
- Teachers are gaining more knowledge and professional development in using Illuminate to help impact their students' learning in positive ways. It is also great to use for differentiation and crafting individualized assessments.
- Lastly, the social-emotional learning piece is an important part of educating the whole child. Adding in mindfulness and meditation to the daily routine and improving on Responsive Classroom techniques will allow our unduplicated pupils to be safe in school and able to focus on learning and growth.

All of these opportunities show the many ways that we justify the extra spending on unduplicated pupils.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$220,083	6.45%

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](#)).

Our Community School utilizes the supplemental funding to increase a variety of services for our unduplicated pupil groups. Because we are a full inclusion school. We do not have separate classrooms for ELD or Sped. It is therefore important that these services are integrated naturally into the classroom.

- Professional development for our teachers specifically focusing on reading, writing, and math should be a benefit to help meet the needs of those students.
- Technology and advancement in technology are especially important for the unduplicated pupils because it slows them access to certain individualized aspects as our curriculums that can improve their learning.
- Necessary equipment, supplies, software that can help unduplicated pupils improve with enrichment or intervention.
- Providing the needed teaching assistants to help aid in their learning is key.
- Our ELPAC/Intervention Teacher focuses on the English Learners and any of the low income or foster youth that need assistance in making up any gaps in their learning or reading. She also trains the TAs to work with those groups specifically.
- We ensure that all of our teachers are highly-qualified and therefore the best teachers for those students.
- Our parent education series is growing every year and hopes to offer more courses/sessions next year. Our goal is to grow this to be a service to parents of unduplicated pupils so that they will be able to continue that home-school connection and the students will see growth in learning as a result.
- Teachers are gaining more knowledge and professional development in using Illuminate to help impact their students' learning in positive ways. It is also great to use for differentiation and crafting individualized assessments.
- Lastly, the social-emotional learning piece is an important part of educating the whole child. Adding in mindfulness to the daily routine and improving on Responsive Classroom techniques will allow our unduplicated pupils to be safe in school and able to focus on learning and growth.

All of these opportunities show the many ways that we justify the extra spending on unduplicated pupils.

# Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$447,852	\$505,473	\$476,900
1000-1999 Certificated Salaries	71,752	71,752	40,000
2000-2999 Classified Salaries	219,000	214,088	231,000
4000-4999 Books and Supplies	64,000	64,160	52,400
5000-5999 Services and Other Operating Expenses	93,100	155,473	153,500

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$447,852	\$505,473	\$476,900
Federal Revenues - Title I	0	42,972	0
LCFF Base/Not Contributing to Increased or Improved Services	220,600	243,984	247,500
LCFF S & C/Contributing to Increased or Improved Services	227,252	218,517	229,400

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$447,852	\$505,473	\$476,900
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	42,972	0
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	71,752	28,780	40,000

2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	155,000	161,820	178,000
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	64,000	52,268	53,000
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	45,000	60,000	45,000
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	19,000	4,160	7,400
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	20,600	22,164	24,500
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	72,500	133,309	129,000

### Expenditures by Goal and Funding Source

Funding Source	2019
OCS will provide a high-quality, comprehensive, instructional program that focuses on differentiation, increasing rigor and real-world challenges to prepare students for ongoing education.	
All Funding Sources	\$98,500
LCFF S & C/Contributing to Increased or Improved Services	98,500
To increase parent outreach for stakeholder feedback and two-way communication while increasing support for home-school collaboration.	
All Funding Sources	\$16,500
LCFF Base/Not Contributing to Increased or Improved Services	14,500
LCFF S & C/Contributing to Increased or Improved Services	2,000
Increase ongoing development in the area of research and mission-based strategies for developing academic and social-emotional learning.	
All Funding Sources	\$78,000
LCFF Base/Not Contributing to Increased or Improved Services	63,000
LCFF S & C/Contributing to Increased or Improved Services	15,000
Ensuring OCS continues to hire highly qualified staff and provides ongoing professional development for implementation of the common core-aligned ELD standards.	

All Funding Sources	\$93,500
LCFF S & C/Contributing to Increased or Improved Services	93,500
Maintain an effective technology system for instruction and operation of the school, as well as, a safe, secure and orderly campus.	
All Funding Sources	\$190,400
LCFF Base/Not Contributing to Increased or Improved Services	170,000
LCFF S & C/Contributing to Increased or Improved Services	20,400

**Annual Update Expenditures by Goal and Funding Source**

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
OCS will provide a high-quality, comprehensive, instructional program that focuses on differentiation, increasing rigor and real-world challenges to prepare students for ongoing education.		
All Funding Sources	\$67,000	\$63,630
LCFF S & C/Contributing to Increased or Improved Services	67,000	63,630
To increase parent outreach for stakeholder feedback and two-way communication while increasing support for home-school collaboration.		
All Funding Sources	\$13,000	\$17,505
LCFF Base/Not Contributing to Increased or Improved Services	11,500	17,505
LCFF S & C/Contributing to Increased or Improved Services	1,500	0
Increase ongoing development in the area of research and mission-based strategies for developing academic and social-emotional learning.		
All Funding Sources	\$67,600	\$84,534
LCFF Base/Not Contributing to Increased or Improved Services	59,100	76,479
LCFF S & C/Contributing to Increased or Improved Services	8,500	8,055
Ensuring OCS continues to hire highly qualified staff and provides ongoing professional development for implementation of the common core-aligned ELD standards.		

All Funding Sources	\$136,252	\$124,470
Federal Revenues - Title I	0	42,972
LCFF S & C/Contributing to Increased or Improved Services	136,252	81,498
<b>Maintain an effective technology system for instruction and operation of the school, as well as, a safe, secure and orderly campus.</b>		
All Funding Sources	\$164,000	\$215,334
LCFF Base/Not Contributing to Increased or Improved Services	150,000	150,000
LCFF S & C/Contributing to Increased or Improved Services	14,000	65,334

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