

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): 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

Lynn Izakowitz
Principal/Executive Director

Email and Phone

lynn.i@ourcommunityschool.org
(818) 350-5000 236

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 446 students in grades TK-8. The Student Enrollment by Student Group (School Year 2016-17) as was recorded in our latest SARC. The following is the Student Group Percent of Total Enrollment: Black or African American 7.7%, American Indian or Alaska Native 0.5%, Asian 7.7%, Filipino 0.2%, Hispanic or Latino 33.9%, White 49.7%, Socioeconomically Disadvantaged 34.9%, English Learners 2.7%, Students with Disabilities 13%, and Foster Youth 0.0%.

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 members of our community and, therefore every community. 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 parents and external community members, 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 Principal/Executive Director and Assistant Principal oversee the day-to-day operations of the school and the Principal/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 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 LCFF Evaluation Rubrics, 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.

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.

Greatest Progress

- Chronic Absenteeism rate is 5.7%, well below our local LAUSD district rate of 11.7%, below the LA County rate of 10.6% and the CA state rate of 10.8%
- Suspension rate is BLUE (which improved from a GREEN last year)
- ELA and Math scores are performing at GREEN level
- English Learner Progress Indicator Report rated at 88.9% and it increased significantly by 12.4%. We are very proud of this and hope to maintain this progress by utilizing our interventionist who works directly with teachers to plan strategies.
- In the English Language Art Assessment Report (2017 CAASPP), two subgroups of Hispanic and White scored a GREEN.
- In our Math Assessment Report (2017 CAASPP), 1 subgroups of White scored a GREEN.

Referring to the LCFF Evaluation Rubrics, 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?

OCS improved its suspension category up to the highest of BLUE since last year's LCAP was published. We are proud to share that we have NO YELLOW, ORANGE, or RED scores for any category with "All Students".

Under Suspensions, the sub-category of Students with Disabilities scored ORANGE. The challenge here is that this subgroup has 66 students in it. We only had 2 suspensions this year, and they were both members of this subgroup. Therefore, it altered the color to ORANGE. 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 2017 ELA CAASPP test, Students with Disabilities also scored ORANGE. They scored LOW, but they actually Maintained their scores from the year before at the rate of -0.8 points, which is a small number. As much as we know work needs to happen to help this subgroup perform better, we acknowledge that our special education population grew in the severity of needs and was still able to maintain their ELA scores.

Greatest Needs

Referring to the LCFF Evaluation Rubrics, 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?

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 - Socioeconomically Disadvantaged and Hispanic scored YELLOW and Students with Disabilities at ORANGE, which are both 2 or more levels below All Students in Suspension Rates. Again, 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 mindfulness 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.)

Performance Gaps

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

OCS will use its goal of meeting the needs of our students where they are to help guide us toward creating more personalized instruction in ELA and Math. The LEA plans to invest in professional development for the teachers in a writing program and Math professional development to learn how to be more creative to meet the need of these important subgroups of low-income students, English Learners, and Foster Youth. OCS is also creating and building a new intervention program that will essentially help our struggling students master reading and mathematics. This is part of a larger comprehensive system, as OCS transitions to an MTSS.

The school will also be investing in expanding our social-emotional learning programs beyond our school-wide Responsive Classroom program to include mindfulness for all grades and character education for the upper grade. The goal is to use these new enhancements to ensure that the students have better access to the mission of this school. These enhancements will help our students be in a better place to access the curriculum and increase their learning.

Increased or Improved Services

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$4,424,908
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$447,852
<p>The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.</p> <p>Additional General Fund expenditures include costs associated with operations, insurance, equipment rentals, facilities lease payments, some facilities repairs, deferred maintenance and capital improvements.</p>	
Total Projected LCFF Revenues for LCAP Year	\$3,634,332

Annual Update

LCAP Year Reviewed: 2017-18

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; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Trimester Assessment Results	2017-18 ELA % of students who are proficient. EL = about 67% avg Low So = maintain 81% avg	The actual percentage of ELA students that were proficient on their internal reading assessment: EL = 45.8% Low Socioeconomic = 77.6%
Trimester Assessment Results	2017-18 Math % of students who are proficient. EL = about 56% avg Low So = about 75% avg	The actual percentage of Math students that were proficient on their internal reading assessment: EL = 74.69% Low Socioeconomic = 75%
CAASPP Results	2017-18 2017 ELA met and exceeded 75% (maintain and show growth)	2017 ELA Met and Exceeded percentage was 71.53%
CAASPP Results	2017-18 2017 Math met and exceeded 63% (maintain and show growth)	2017 Math Met and Exceeded percentage was 60.68%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 reading proficiency levels in English Language Arts for all subgroups, especially English Learner, 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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Additional professional development for teachers that support reading proficiency levels in English Language Arts for all subgroups, especially English Learner, Low Income, Foster Youth, and Students with Disabilities was not provided. Training in writer's workshop/program desired but will try to be established in the 2018-19 school year. Planning and specific small group teacher supports in the area of differentiation was planned.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p>	<p>LCFF: \$0</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 in mathematics to allow teachers to continue to improve mastery of new</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Additional professional development in mathematics to allow teachers to continue to improve mastery of new</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p>	<p>LCFF: \$0</p>

curriculum (GO Math and CA Math). This will focus on targeted approaches to differentiation for students in the subgroups.	curriculum (GO Math and CA Math) was not provided. The teachers focused on targeted approaches to differentiation for students in the subgroups without school-provided professional development.		
--	---	--	--

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>The contract with Planet Bravo for tech instruction to all TK-8 students, and professional development and real time technology support for all teachers continued. This allowed 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>	5000-5999 Services and Other Operating Expenses - LCFF: \$48,000	5000-5999 Services and Other Operating Expenses - LCFF: \$39,500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 new or replacement equipment, software, and supplies as needed so that</p>	4000-4999 Books and Supplies - LCFF: \$10,000	4000-4999 Books and Supplies - LCFF: \$14,066

students have access for their academic growth.

students have access for their academic growth.

Analysis

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

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

In the early days of the 2017-18 school year, OCS realized that cost was going to be an obstacle to bringing in professional development for our teachers for reading development, writer's workshop, and the new math curriculum. Our population of students with moderate to severe special ed needs quintupled when new students were added to our school. This meant that many of our plans would need to change in order to meet their needs and provide those students with what their IEP stated. Therefore, unfortunately, action #1 and #2 were postponed.

The teachers were able to receive intensive professional development for GO Math in June 2017 before going on vacation. This was possible due to a small surplus from the 16-17 budget. The upper grade teachers who use CA Math received training over the summer, and it ended up being free. These pieces of professional development for our teachers helped maintain our scores in Math. In our internal assessments, our ELs scored much higher than the outcomes expected and the Low Income students were right on track. Our CAASPP scores in Math dipped just a bit and we didn't meet our measurable goal.

OCS altered the way that Planet Bravo worked on the campus this year. Instead of the classes receiving tech instruction in a half-class format, whole classes went to the computer lab for tech instruction together. This made it possible to have the Planet Bravo teacher on campus only 4 days per week for the same job. This made it possible to save some money with our Planet Bravo contract.

OCS was able to provide teachers with new laptops to complement 2 new Chromebook carts that were purchased at the end of the previous year for students. 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 action #1 and #2 were not implemented, there is evidence that there was a drop in scores on the CAASPP and internal trimester assessments in reading. The drop overall is small. However, the ELs drop in reading proficiency is by 20%.

The Math PD from the summer assisted in having improved math scores in certain areas.

OCS CAASPP scores are dropped slightly. ELA by 2.47% and Math by 1.32%. These are not significant decreases, but we do not want to see our test scores going in a negative direction. OCS will be putting some practices in place next year to help remedy this. An increase in professional development for teachers for ELA and Math, but also in differentiation can help us make improvements.

The change in Planet Bravo scheduling saved the school some money and built in more co-planning time with teachers whose students were either in Technology or Art class that were 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, writer's workshop, and mathematics didn't happen in 2017-18. See statements above for details on where the money was spent instead.

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

There were no changes made to the overall goal language. However, two of the actions of this goal was postponed until the 2018-19 school year, and the metrics were altered to allow for growth in the 2018-19 LCAP.

Goal 2

To increase parent outreach for stakeholder feedback from once per year to twice per year while increasing support of 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
Family Surveys	2017-18 147 respondents, +2%	106 respondents (which is a 28% drop)
Volunteer Logs	2017-18 About 200 volunteers, +5%	304 volunteers (which is about a 50% increase)
Parent Education Night Attendance	2017-18 Averaging 20, about 50%	Averaged 20 (maintained attendance numbers)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>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</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Used technology to enhance two-way communication with parents allowed for more information sharing (emailing, school website), tracked of volunteer hours (HelpCounter), shared volunteer opportunities(Shutterfly and Signup Genius), and increased stakeholder input.</p>	4000-4999 Books and Supplies - LCFF: \$4,000	5000-5999 Services and Other Operating Expenses - LCFF: \$4,089

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Ensure continued family support in accessing grade book, report cards, and assessment data via Illuminate Parent Portal.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Ensured continued family support in accessing grade book, report cards, and assessment data via Illuminate Parent Portal.</p>	also 3000-3999 Employee Benefits - 2000-2999 Classified Salaries - LCFF: \$5,500	2000-2999 Classified Salaries - LCFF: \$4,158

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	5000-5999 Services and Other Operating Expenses - LCFF: \$1,000	: \$0

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Enhancing 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>Parent Education Night Series was enhanced to provide high-quality parent education and assistance for families that will help students in academic and social-emotional growth areas by having double the sessions. These nights targeted improving home-school balance for students within the unduplicated subgroups.</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 LCFF Evaluation Rubrics, 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: 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; Shutterfly (free) was a great way for classroom communication between teachers to parents and parents to parents; Facebook (free) was a great way to share about upcoming notices and celebrations; Edlio is our new website that allowed us to integrate our Google Calendar so that families could stay connected; and OneCallNow is what we use to make any important RoboCalls and emails to families. 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 through out the year for missing assignments and due dates for projects.

Parents enjoyed the Parent Education Nights this year. We offered four nights, and plan to offer even more next year. All of the speakers this year graciously offered their services free of charge. Therefore, we didn't spend any money in that category.

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 an easy two-way communication. We would like to see a greater number of families participating in the survey. After some analysis, the low turnout could have been due to the timing of the survey and the length of time that was provided. This will be altered next year. Also, the number of parents that have increased in their volunteerism at school is great. We have had more volunteers this year, but more importantly, we have had more people logging their volunteer time.

The Illuminate Parent Portal is still in progress of getting to all of the homes. At the end of every trimester and a little throughout the course of the year, many parents need 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 increase in average attendance, there was a lot of good publicity about these nights and parents interested in being involved with planning and execution in the future.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference between budgeted and actual expenditures because no money was spent on action #3 due to all speakers offering their services free of charge.

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

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
English Learner Progress	2017-18 CA School Dashboard - English Learner Progress score of 89.5%	CA School Dashboard - English Learner Progress score of 88.9%
EL Reclassification rate	2017-18 Annual Reclassification Rate = About 41%	Annual Reclassification Rate = 46.2%
Family surveys	2017-18 147 respondents, about 2% increase	106 respondents (which is a 28% drop)
Student surveys	2017-18 40 representative respondents, 40 + a larger representative group from the upper grades	44 representative respondents

Actions / Services

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

Action 1

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue implementation of Illuminate as our new SIS and assessment program. In 16-17, we gradually introduced more modules and have plans to continue expanding on their resources to help us analyze data and create school-wide systems.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implementation of Illuminate as our new SIS and assessment program continued. In 16-17, we gradually introduced more modules and continued expanding on their resources to help us analyze data and created school-wide systems.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$12,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$12,098</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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, gradebooks, 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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 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>5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$3,566</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 Common Core based materials for language arts, math, and NGSS science materials. Maintain Unique curriculum to create alternate curriculum for special education population.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 Common Core based materials for language arts, math, and NGSS science materials. Maintained Unique curriculum in order to create alternate curriculum for special education population.</p>	<p>4000-4999 Books and Supplies - LCFF: \$30,000</p>	<p>4000-4999 Books and Supplies - LCFF: \$40,308</p>

Action 5

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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. Mindful Schools training for select staff who will be 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 schools mission and ensure a socially and emotionally safe campus.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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, as well as, Mindful Schools training for select staff who will be coaches. Mindfulness techniques helped 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>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$3,123</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 LCFF Evaluation Rubrics, as applicable.

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

The CELDT/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 to ensure that intervention strategies were working for the students to continually improve.

OCS just completed its 3rd 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, and details of this was shared in a previous goal.

During the 2017-18 school year, we created a new staff position, Data Systems Manager, part of this job is to become a trainer/expert on Illuminate to 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 were awarded \$5000 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 2018-19 school year. Also, our upper grade teachers reviewed our curriculum for 6-8 grade ELA, and decided to make a change from *Ready Common Core* to *My Perspectives*. We anticipate being able to show growth in reading and writing internal assessment scores in 2018-19. Our 4th and 5th grade teachers reviewed *Words Their Way* and decided to make a change to *Wordly Wise* which can expand on what they are currently using. Here are some of the products we purchased to use in 2017-18.

- *GO Math* - Houghton Mifflin Harcourt for grades K-5
- *California Math* - McGraw Hill for grades 6-8
- *Algebra 1* - Pearson for grade 8
- *Ready Common Core ELA* - Curriculum Associates for grades 4-8
- *Words Their Way* - Pearson for grades K-5
- Various NGSS products - some from FOSS
- *History Alive* - TCI for grades 6-8
- Handwriting books from Zaner-Bloser for grades K-3
- 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.

According to the CA Dashboard, our English Learners are still improving. We came close to the goal, but are glad to see that their are continuing to progress forward.

Our Reclassification rate for English Learners has always been strong and consistent. Our goal was 41%, but our students surpassed that at a 46.2% reclassification rate.

Our respondent rate for the Family Survey dropped this year for the first time in a number of years. We would like to see a greater number of families participating in the survey. After some analysis, the low turnout could have been due to the timing of the survey and the length of time that was provided. This will be altered next year in hopes to garner more participation in the Family/LCAP Survey.

We were able to increase our participation of students via their representatives in teh Student Senate (which rotates and is not an elected position). However, in order to get more student input, we will be instituting a different survey to students in upper grades in 2018-19. This unfortunately didn't happen in 2017-18 due to extenuating factors.

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 one-day responsive Classroom training which was new. 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.

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

There were no changes made to this 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:

Annual Measurable Outcomes

	Expected	Actual
English Learner Progress	2017-18 CA School Dashboard - English Learner Progress score of 89.5%	CA School Dashboard - English Learner Progress score of 88.9%
EL Reclassification rate	2017-18 Annual Reclassification Rate = About 41%	Annual Reclassification Rate = 46.2%
CAASPP Results	2017-18 2017 ELA met and exceeded 75% (maintain and show growth)	2017 ELA Met and Exceeded percentage was 71.53%
CAASPP Results	2017-18 2017 Math met and exceeded 63% (maintain and show growth)	2017 Math Met and Exceeded percentage was 60.68%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>CELDT/EL Coordinator will maintain detailed records of EL students' areas of focus for intervention, goals, and next steps to best organize and support EL students. OCS administration 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.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>CELDT/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 CELDT/EL coordinator twice during the school year to assess effectiveness of EL support and delivery system and projections for reclassification target goals.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$71,752</p>	<p>1000-1999 Certificated Salaries - LCFF: \$71,752</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>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.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>CELDT coordinator met regularly with general education teacher and teaching assistants to share progress and refocus areas of intervention and needs for additional support.</p>	<p>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.: \$0</p>	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>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.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>CELDT 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 CELDT Coordinator.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$500</p>	<p>: \$0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 professional development sessions during the 15-16 school year. Ensure teaching assistants are utilized to offer additional supports for struggling learners. Teaching assistants to receive additional training on SIPPS from CELDT/intervention specialist.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Teachers continued to implement differentiation strategies as learned during professional development sessions during the 15-16 school year. Teaching assistants were utilized to offer additional supports for struggling learners. Teaching assistants received additional training on SIPPS from CELDT/intervention specialist.</p>	<p>2000-2999 Classified Salaries - LCFF: \$4,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$1,188</p>

Action 5

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>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 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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Maintained records for all credentialed teaching assignments to manage current credential status, TB, Department of Justice status and all teacher training requirements.</p> <p>Hired new SPED teaching assistants and Behavior Implementation Interventionists to support growing SPED student population.</p> <p>The new TA 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>	<p>2000-2999 Classified Salaries - LCFF: \$60,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$60,000</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 LCFF Evaluation Rubrics, as applicable.

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

The CELDT 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 CELDT at the beginning of the year and then the ELPAC in the spring. This coordinator works well with co-planning with general education teachers as she prepares intervention activities for the ELs. The TAs are trained in SIPPSS and other techniques to be able to help with students in small groups so that they can help improve their reading progress.

The CELDT Coordinator attended 2 trainings this year on the implementation of the ELPAC. However, both were free and therefore will not show up in our expenditures.

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 Resource TA 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.

According to the CA Dashboard, our English Learners are still improving. We came close to the goal, but are glad to see that their are continuing to progress forward.

Our Reclassification rate for English Learners has always been strong and consistent. Our goal was 41%, but our students surpassed that at a 46.2% reclassification rate.

OCS CAASPP scores are dropped slightly. ELA by 2.47% and Math by 1.32%. These are not significant decreases, but we do not want to see our test scores going in a negative direction. OCS will be putting some practices in place next year to help remedy this. An increase in professional development for teachers for ELA and Math, but also in differentiation can help us make improvements.

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 TA training than anticipated.

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

There were no changes made to this 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:

Annual Measurable Outcomes

	Expected	Actual
Family Surveys	2017-18 147 respondents, about +2% increase	106 respondents (which is a 28% drop)
Staff Surveys	2017-18 45 respondents, about 2% increase	37 respondents (17% decrease)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Maintain all wifi services to enhance accessibility.</p> <p>Office manager to review all Erate applications and deadlines twice per year.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Maintained and improved all wifi services to enhance accessibility.</p> <p>Office manager reviewed all Erate applications and deadlines twice per year.</p>	5000-5999 Services and Other Operating Expenses - LCFF: \$2,000	5000-5999 Services and Other Operating Expenses - LCFF: \$7,697

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</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>	2000-2999 Classified Salaries - LCFF: \$150,000	2000-2999 Classified Salaries - LCFF: \$150,443

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	5000-5999 Services and Other Operating Expenses - LCFF: \$4,000	5000-5999 Services and Other Operating Expenses - LCFF: \$4,319

<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>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>OCS continued use of a new system for lottery and enrollment. This system was an efficient new resource that allows 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 a greater outreach to English Learner, Foster Youth, and Low Income families as a communication tool which will improve home-school communication.</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 LCFF Evaluation Rubrics, as applicable.

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

<p>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. 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 Erate we applied for Category 2 funding for the first time to begin that upgrading process.</p> <p>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 that our campus environment.</p> <p>Last year we began using Schoolmint as our new lottery system. We continued this year and have our 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.</p>

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

<p>Our respondent rate for the Family Survey dropped this year for the first time in a number of years. We would like to see a greater number of families participating in the survey. After some analysis, the low turnout could have been due to the timing of the survey and the length of time that was provided. This will be altered next year in hopes to garner more participation in the Family/LCAP Survey. However, our families were satisfied with the Planet Bravo technology class and that many teachers are using technology in other ways across all grade levels.</p> <p>Our respondent rate for the Staff Survey went down from the previous year. This statistic has fluctuated frequently in recent years. After some analysis, the low turnout could have been due to the timing of the survey and the length of time that was provided. Next year, we will be providing staff with multiple touch points to give feedback on the climate of the school. Our goal is that will increase the numbers of those that participate because we know our staff wants to have input.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference between budgeted and actual expenditures because we spent 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal.

Stakeholder Engagement

LCAP Year: 2018-19

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 and Board: 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 March 12-24, 2018, staff and Board members completed school needs survey. 32 staff and Board members participated.

Families: On November 8, 2017, and June 4-5, 2018, the Principal/Executive Director presented the State of the School Address, which included information about LCFF, LCAP, and the CA Dashboard. The OCS Principal/Executive Director presented to the Panda Partners, OCS parent organization on November 11, 2017, and February 12, 2018, about LCAP, LCFF, and the CA Dashboard. In 2018, The School Site Council meeting agenda items on April 27th, May 11th, and June 1st 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 March 12, 2018, and was open through March 31, 2018, to receive feedback about school programs and progress. 107 OCS family members participated. The survey was made available online in English and Spanish. Board members were positioned on campus during Student-led Conferences on March 13-14, 2018, to promote and assist families in completing the survey.

Students: On most Fridays, the Principal/Executive Director oversees an OCS Student Senate meeting and engages the students about needs on campus. The principal took notes on student feedback. On May 18, 2018, 40 Students representing grades TK-8 completed an LCAP survey to determine areas of need and focus.

Impact on LCAP and Annual Update

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

Respondents shared information about needs such as:

- Improved professional development planning
- Greater focus on differentiation of instruction and increased intervention support
- Implementation of Next Generation Science Standards
- Need for greater improvement of the use of technology and technology instruction outside of technology class
- More Responsive Classroom training for staff
- Increased differentiation for Gifted students

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 2017 were good, but there was a small dip in scores from the year before. This is an area that needs to continually improve and not decrease even in the slightest. Our ELA scores dropped by 2.47% and our math scores decreased by 1.32%. Teachers were surveyed and they asked for more professional development in the areas of writing and math. 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	ELA % of students who are proficient. ELs = 64% year avg Low Socioeconomic = 81% year avg	EL = about 67% avg Low Socioeconomic = maintain 81% avg	After a decrease in 17-18, EL = increase to a 55% annual avg After a decrease in 17-18, Low Socioeconomic = increase to a 79% annual avg	EL = about 60% avg Low Socioeconomic = about 80% 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%	2019 ELA Met and Exceeded at 75% (show growth)

			(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% (show growth)	2019 Math Met and Exceeded 63% (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.

Action 1

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:	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)
English Learners, Foster Youth, Low Income	LEA-wide	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
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
Amount	\$5,000	\$7,000	\$7,000

Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 2

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:	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)
English Learners, Foster Youth, Low Income	LEA-wide	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
Provide additional professional development in mathematics to allow teachers to continue 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.	Provide additional professional development and coaching in mathematics to allow teachers 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.	Provide additional professional development and coaching in mathematics to allow teachers 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.

Budgeted Expenditures

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

Action 3

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:	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)
English Learners, Foster Youth, Low Income	LEA-wide	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 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.	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.

Budgeted Expenditures

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

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:	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)
English Learners, Foster Youth, Low Income	LEA-wide	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
Purchase new or replacement equipment, software, and supplies as needed so that students have access for their academic growth.	Purchase new or replacement equipment, software, and supplies as needed so that students have access for their academic growth.	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	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	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. 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	Continued growth back to 2016 participation levels at 150 respondents
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 year before

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.

Action 1

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)
All	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	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 2

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)
All	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
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 Sangha App.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,500	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries

Action 3

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:	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)
English Learners, Foster Youth, Low Income	LEA-wide	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 growth areas. These nights will be targeting to improve home-school balance for students within the unduplicated subgroups.	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.	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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	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 teacher surveys and student input from Student Senate, there is a need to increase our positive behavior implementations and supports for social-emotional learning. Based on family and teacher 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%	CAASPP English Learner Progress rating of 90.5%
EL Reclassification Rate	40%	About 41%	After the increase in the 2017 rate, 47% (show growth)	After the increase in the 2017 rate, 48% (show growth)
Family Survey Participation	147 respondents	About 2% increase	After a drop in respondents in 2017, a new goal of 125 respondents	Continued growth back to 2016 participation levels at 150 respondents
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.

Action 1

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:	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)
English Learners, Foster Youth, Low Income	LEA-wide	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
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)
------------------	--	--	--

Action 2

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)
All	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
Continue implementation of Illuminate as our new SIS and assessment program. In 16-17, we gradually introduced more modules and have plans to continue expanding on their resources to help us analyze data and create school-wide systems.	Continue implementation of Illuminate as our SIS and assessment program. We will gradually introduce more modules and have plans to continue expanding on their resources to help us analyze data and create school-wide systems.	Continue implementation of Illuminate as our SIS and assessment program. We will gradually introduce more modules and have plans to continue 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	\$12,100
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 3

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:	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)
English Learners, Foster Youth, Low Income	LEA-wide	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	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

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)
All	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
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	Books and Supplies	Books and Supplies	Books and Supplies

Action 5

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:	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)
English Learners, Foster Youth, Low Income	LEA-wide	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
Responsive Classroom training for new teachers or those not yet trained. Mindful Schools training for select staff who will be 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.	Responsive Classroom training for new teachers or those not yet trained. Mindful Schools training for select staff who will be 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.	Responsive Classroom training for new teachers or those not yet trained. Mindful Schools training for select staff who will be 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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$3,500	\$3,500

Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 6

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)
All	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	\$2,000
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses	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. 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%	CAASPP English Learner Progress rating of 90.5%
EL Reclassification Rate	40%	About 41%	After the increase in the 2017 rate, 47% (show growth)	After the increase in the 2017 rate, 48% (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% (show growth)	2019 Math Met and Exceeded 63% (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.

Action 1

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:	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)
English Learners	LEA-wide	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/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.	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 ELPAC/EL coordinator each trimester to assess effectiveness of EL support and delivery system and projections for reclassification target goals.	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 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	\$71,752
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 2

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:	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)
English Learners	LEA-wide	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)

Action 3

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:	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)
English Learners	LEA-wide	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	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

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:	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)
English Learners, Foster Youth, Low Income	LEA-wide	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
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 receive additional training on SIPPS from CELDT/intervention specialist.	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.	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.

Budgeted Expenditures

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

Action 5

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:	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)
English Learners, Foster Youth, Low Income	LEA-wide	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	\$60,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	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 and improvement is needed in our WiFi system to be able to utilize all systems to 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	Continued growth back to 2016 participation levels at 150 respondents
Staff Surveys	45 respondents	About 2% increase	After a dip in respondents in 2017, a new goal of 40 respondents	After a dip in respondents in 2017, a new goal of 45 respondents

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.

Action 1

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:	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)
English Learners, Foster Youth, Low Income	LEA-wide	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
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. 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.

Budgeted Expenditures

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

Action 2

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)
All	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	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	\$150,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries

Action 3

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:	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)
English Learners, Foster Youth, Low Income	LEA-wide	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
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 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.

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

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