

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	Contact Name and Title	Email and Phone
Oak Valley Union Elementary School District	Fernie Marroquin, Ed.D. Superintendent	f.marroquin@oakvalleyschool.org 559-688-2908

2017-20 Plan Summary

The Story

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

Oak Valley is a single school district currently serving 565 students from Transitional Kindergarten through Eighth grade. It is a school rich with over 59 years of history and tradition which has drawn parents to send their student to our school. We have 62% of our students that come from outside of our attendance area and are on an Inter-District transfer. Despite this make-up, it is a school that invites parents and community to become a part of the education and lives of its students.

Oak Valley's profile must be considered within the context of the larger community of Tulare County and the San Joaquin Valley. It is the most productive agricultural county in the world's greatest agricultural region. This region has some of the highest poverty rates in the state. The unemployment rate for March 2019 was 11.0 percent and is on the rise.

Oak Valley's enrollment reflects the demographic picture of the county and surrounding area. Seventy-eight percent of Oak Valley students receive free or reduced lunch. English learners represent 29%, Special Needs students represent 5%, and Migrant students equate to 3% of the overall student population. The largest subgroup of students is Hispanic at 74%; the second is White, Non-Hispanic at 22%.

The district serves its students with a total of 28 full-time teachers. Last year the district has recently added a full-time Art teacher and a full-time Physical Education teacher. Instructional aides support teachers in grades TK- 3rd grade. Students with Special Needs are provided with a full-time Special Education teacher and two instructional aides that are employed by the Tulare County Office of Education. A Computer Lab Aide, Intervention Aide, and a Community Liaison. The school is led by the School site Principal. It is this team that works every day to provide the best educational opportunities for each student.

LCAP Highlights

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

Some of the major key highlights include providing quality professional development to support the roll out of these new curricula were essential for continued support. Work within PLC's to continue working on Pacing Guides and collaborating on the new materials provided ongoing professional development to support our efforts to implement standards aligned curriculum. Additional writing training during the year was vital to making a strong effort to meet the needs of all learners. Students had access to one-to-one technology in every class which helps us to reduce the digital divide and to help close the achievement gap. Interventions such as our after school math tutoring has provided data that shows students improving their math proficiency. The continued use of two additional teachers has help improve student achievement and school climate. A 6th grade teacher was added last year and continues to focused on teaching our At-risk 6th graders. The class has been improving academically and socially. The added PE teacher has allowed us to create prep periods for our middle school teachers which had helped them with planning and implementing our new curriculum. Having the PE teacher work with our lower grades has improved our school climate as we are seeing fewer disciplinary issues from these grade levels. Parent participation has been a key to the success at Oak Valley. The implementation of the PIQUE program has helped with parent participation. We had 19 parents graduate from the program this year and alumni have asked for additional training. Approximately 117 parents took part in our free fingerprinting program to become eligible to volunteer at the school. In addition, we have seen great success with our first Parent Volunteer Day.

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.

Greatest Progress

The district is most proud of the progress made with reducing suspensions and increasing achievement with English Language Arts and Math. The Fall 2017 Dashboard illustrates a decline in suspensions by 0.9% which provides us with a Blue high performance level. Our overall English Language Arts scores increased by 12.1 points which lifted our Performance Level from Orange to Yellow. Our Overall Math scores increased by 14.5 points which raised our Performance Level from Red up two Levels to Yellow. English Learner Performance did decline slightly by 0.5% which kept us in a Maintained Green Performance Level. The district will continue to provide the support services for English Learners to improve their language acquisition and academic achievement. Support services such as after school tutoring, intervention aides, standards aligned curriculum, and reading intervention have contributed to their progress. In addition, professional development provided to teachers to utilize ELD strategies and lessons within ELA instruction will assist us in maintaining and building on this progress.

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?

Greatest Needs

The Fall 2017 Dashboard does not list any performance levels in Red, or Orange, for Oak Valley. In addition, Oak Valley has a "Met" result in all local performance indicators.

In reviewing our performance data we noticed that although our performance in Mathematics has improved, there is still work that can be done. Growth was evident with all subgroups. We will continue to provide teachers with professional development to assist with their implementation of their curriculum materials and how to support EL Only students. Also, we will use certificated staff for our after school math tutoring program. The program has shown improved progress with the students participating in the tutoring program. Teachers will continue to work and develop their pacing guides, benchmark assessments, and work within their PLC’s to improve math performance.

Although our English Language Arts performance has improved, our overall performance is still on the low side. Specifically, we noticed that our EL Only students declined slightly. Continued Professional Development on integrating English Language Development in ELA and effective writing strategies will still be our focus. Teachers will continue to work and develop their pacing guides, benchmark assessments, and work within their PLC’s to improve math performance.

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?

Performance Gaps

The district had no performance gaps for any subgroup.

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.

Increased or Improved services

SEE LCAP Highlights.

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	\$6,202619.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$1,215,120.00

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.

General fund budget expenditures include the salaries, benefits for certificated and classified staff that are not specified in the LCAP. In addition, General Fund expenditures include materials and supplies to support student learning as well maintenance and facilities to provide a safe and secure learning environment.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$5,623,589.00

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

Oak Valley students will engage in a broad course of study in grades K-8 that provides multiple opportunities for student success; opens access for all students and all subgroups, and meets SBE adopted standards and expectations.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Rate of appropriately assigned and credentialed teachers will be 100%

17-18

100%

Baseline

100%

100%

Metric/Indicator

Availability of standards-aligned instructional materials will be 100% for all students including unduplicated and special needs students.

17-18

100%

100%

Expected

Actual

<p>Baseline 100%</p>	
<p>Metric/Indicator Attendance Rate</p> <p>17-18 95.6%</p> <p>Baseline 95.4%</p>	96.4%
<p>Metric/Indicator Suspension Rate</p> <p>17-18 3.9%</p> <p>Baseline 4.9%</p>	0.177%
<p>Metric/Indicator Chronic Absenteeism</p> <p>17-18 4.3%</p> <p>Baseline 4.5%</p>	4.1%
<p>Metric/Indicator Expulsion Rate</p> <p>17-18 0%</p> <p>Baseline 0%</p>	0%
<p>Metric/Indicator Middle School Dropout Rate</p> <p>17-18 0%</p> <p>Baseline 0%</p>	0%
<p>Metric/Indicator CAASPP ELA (All Learners)</p>	20.3 points below level 3

Expected

Actual

<p>17-18 27.5 points below level 3</p> <p>Baseline 32.5 points below level 3</p>	
<p>Metric/Indicator CAASPP ELA (English Learners)</p> <p>17-18 62.3 points below level 3</p> <p>Baseline 67.3 points below level 3</p>	55.3 points below level 3
<p>Metric/Indicator CAASPP ELA (Socio/Eco Disadvantage)</p> <p>17-18 33.7 points below level 3</p> <p>Baseline 38.7 points below level 3</p>	30 points below level 3
<p>Metric/Indicator CAASPP ELA (Students W/Disabilities)</p> <p>17-18 116.5 points below level 3</p> <p>Baseline 121.5 points below level 3</p>	112.9 points below level 3
<p>Metric/Indicator CAASPP Math (All Learners)</p> <p>17-18 46.9 points below level 3</p> <p>Baseline 51.9 points below level 3</p>	37.5 points below level 3
<p>Metric/Indicator CAASPP Math (English Learners)</p> <p>17-18 75.1 points below level 3</p> <p>Baseline 80.1 points below level 3</p>	68.7 points below level 3

Expected

Actual

<p>Metric/Indicator CAASPP Math(Socio/Eco Disadvantage)</p> <p>17-18 53.1 points below level 3</p> <p>Baseline 58.1 points below level 3</p>	<p>46.4 points below level 3</p>
<p>Metric/Indicator CAASPP Math (Students W/Disabilities)</p> <p>17-18 149.6 points below level 3</p> <p>Baseline 154.6 points below level 3</p>	<p>146.6 points below level 3</p>
<p>Metric/Indicator English Learner Reclassification Rate</p> <p>17-18 6.0%</p> <p>Baseline 5.8 %</p>	<p>5.03%</p>
<p>Metric/Indicator Percent of Facilities in Good Repair</p> <p>17-18 100%</p> <p>Baseline 100%</p>	<p>100%</p>
<p>Metric/Indicator Student LCAP Survey Reports % of Students Feeling Safe and Connected</p> <p>17-18 94.2%</p> <p>Baseline 94%</p>	<p>95.6%</p>
<p>Metric/Indicator Maintain Williams Uniform Complaints at 0.</p> <p>17-18 0</p>	<p>0</p>

Expected

Actual

Baseline 0	
Metric/Indicator Percent of staff receiving professional development in CCSS standards. 17-18 100% Baseline 100%	100%
Metric/Indicator Percent of teachers trained in new ELD components of base program. 17-18 100% Baseline 100%	100%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Core Content Professional Development: Writing Units of Study Training (3 days) and UOS Books. Efforts are directed towards supporting unduplicated and exceptional needs students.	Provided Core Content Professional Development: Writing Units of Study Training (3 days) and UOS Books. Efforts are directed towards supporting unduplicated and exceptional needs students.	TCOE Cost for Trainer 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$18,500	TCOE Cost for Trainer 5800: Professional/Consulting Services And Operating Expenditures Other \$11,700
		Training materials and books 4000-4999: Books And Supplies Supplemental and Concentration \$6,500	Training materials and books 4000-4999: Books And Supplies Supplemental and Concentration \$1,111.62

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Induction support for three teachers @\$8,500 for support provider plus @\$3,000 per teacher for BTSA Program cost for each teacher.

Provided Induction support for four teachers @\$8,500 for support provider plus @\$3,000 per teacher for BTSA Program cost for each teacher. Services provided ensured students were provided with Highly Qualified new teachers.

Mentor Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,500

Mentor Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,484

TCOE BTSA Participation Cost 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$9,000

TCOE BTSA Participation Cost 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$13,000

Action 3

Planned Actions/Services

Software, apps, and license agreements in all curriculum areas including Math curriculum and keyboarding curriculum; Lexia (Directed for unduplicated and English Learners); Accelerated Reader; Illuminate, etc.

Actual Actions/Services

Purchased software, apps, and license agreements in all curriculum areas including Math curriculum and keyboarding curriculum; Lexia (Directed for unduplicated and English Learners); Accelerated Reader; Illuminate, etc.

Budgeted Expenditures

Software purchases and licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$43,000

Estimated Actual Expenditures

Software purchases and licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$43,120

Action 4

Planned Actions/Services

Maintain full-time Technology Coordinator

Actual Actions/Services

Maintained full-time Technology Coordinator

Budgeted Expenditures

Salary and Benefits Budget 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$65,000

Estimated Actual Expenditures

Salary and Benefits Budget 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$63,536

Action 5

Planned Actions/Services

Maintain part time computer lab aides

Actual Actions/Services

Maintained part time computer lab aides

Budgeted Expenditures

Salary and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,000

Estimated Actual Expenditures

Salary and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$43,284

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain increase of School Psychologist by 1 full day	Maintained increase of School Psychologist by 1 full day	TCOE contract fees for services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$34,300	TCOE contract fees for services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$35,150

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLC Days for curriculum development, teachers will continue to develop curriculum units, lesson plans and benchmarks; each grade level meets three times per year for a full day in addition to early release PLC	Provided PLC Days for curriculum development, teachers will continue to develop curriculum units, lesson plans and benchmarks; each grade level meets three times per year for a full day in addition to early release PLC	Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,000	Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,201

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Art teacher to broaden course access to all students. Efforts are directed towards supporting unduplicated and exceptional needs students.	Maintained Art teacher to broaden course access to all students. Efforts are directed towards supporting unduplicated and exceptional needs students.	Salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$83,000	Salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$83,918

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain PE teacher position to broaden course access by allowing 6th-8th grade teachers to focus on	Maintained PE teacher position to broaden course access by allowing 6th-8th grade teachers to focus on	Salary and benefits 1000-1999: Certificated Personnel Salaries	Salary and benefits 1000-1999: Certificated Personnel Salaries

offering elective courses for 6th-8th grade students and provide TK-5th grade students with real physical education activities.

offering elective courses for 6th-8th grade students and provide TK-5th grade students with real physical education activities.

Supplemental and Concentration
\$77,500

Supplemental and Concentration
\$78,111

Action 10

Planned Actions/Services

Continue Family Literacy Night in the computer lab and library and include STEM and Art Literacy Night.

Actual Actions/Services

Continued Family Literacy Night in the computer lab and library and include STEM and Art Literacy Night.

Budgeted Expenditures

Salary and benefits 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
\$2,000

Estimated Actual Expenditures

Salary and benefits 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
\$1,916

Action 11

Planned Actions/Services

Continue to provide part time aides to target grades K-3. This support is directed towards supporting unduplicated and exceptional needs students.

Actual Actions/Services

Continued to provide part time aides to target grades K-3. This support is directed towards supporting unduplicated and exceptional needs students.

Budgeted Expenditures

Salary and benefits 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
\$110,000

Estimated Actual Expenditures

Salary and benefits 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
\$111,877

Action 12

Planned Actions/Services

Continue to provide one period for Teacher on Special Assignment (TOSA) to provide coaching and support for teachers.

Actual Actions/Services

Continued to provide one period for Teacher on Special Assignment (TOSA) to provide coaching and support for teachers.

Budgeted Expenditures

Salary and Benefits 1000-1999:
Certificated Personnel Salaries
Supplemental and Concentration
\$17,526

Estimated Actual Expenditures

Salary and Benefits 1000-1999:
Certificated Personnel Salaries
Supplemental and Concentration
\$17,660

Action 13

Planned Actions/Services

Provide a Science Fair to improve and increase student access to

Actual Actions/Services

The Science Fair was not held this year due to the amount of ELPAC and CAASPP testing and where

Budgeted Expenditures

Materials and Supplies 4000-4999: Books And Supplies

Estimated Actual Expenditures

Materials and Supplies 4000-4999: Books And Supplies

science and Problem Based Learning Activities.

Spring break fell on the calendar this year.

Supplemental and Concentration \$1,000

Supplemental and Concentration \$0

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 implementation of the Writing Units of Study professional development went very well. The materials were purchased in advance of the training which allowed teachers to review the material prior to training. On going work throughout the year with PLC days and grade level PLC days has been a huge help with establishing pacing guides and benchmark assessments. The software we have purchased assist with the development of our benchmarks and with the analysis of the student results. The increase in time with our School Psychologist has provided much needed support for our targeted subgroups and has reduced discipline issues. Our Art program continues to thrive and provide students with a broader course of study. Our After school math tutoring program continues to show gains within basic math concepts for struggling students. The addition of our Physical Education teacher continues to assist with reducing discipline issues in the lower grades as students are now getting better and more structured physical education throughout the day. Our Intervention aides continue to provide additional academic support in the classrooms.

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

In reviewing each of the annual measurable objectives, the data shows that the actions/services utilized this past year were very effective as a larger majority of these objectives showed an increase. The work that teachers have been doing has demonstrated a much better focus on standards aligned instruction. As mentioned earlier, the increase in time with our School Psychologist has provided much needed support for our targeted subgroups and has reduced discipline issues. Our After school math tutoring program continues to show gains within basic math concepts for struggling students and improvement within our local benchmark assessments. The addition of our Physical Education teacher has helped with reducing discipline issues in the lower grades as students are now getting better and more structured physical education throughout the day. Our Family Literacy Nights parent participation continues to show improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost for the Units of Study Writing training was paid out of our Effective Educator Grant as we had funding that would cover these cost for this fiscal year. Materials for the Units of Study Writing training were purchased in the prior fiscal year in order to provide teachers with time to review the material well in advance of the training. Salaries/benefits were higher than originally budgeted. Adjustments were made to support higher priority actions so they may support the main purpose of this goal. Our Science Fair did not occur this year because of the new ELPAC testing window, CAASPP Testing window and our Spring Break. We could not find a date that would allow for this activity to take place during this year's calendar.

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.

The are no plans to change the goal,expected outcomes, metrics, or actions and services. Adjustments in cost will be made to reflect the increased personnel cost such as step &column raises, STRS/PERS increases, and Health and Welfare increases for future years.

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 2

Oak Valley will develop and implement a robust parent involvement program in which parents have maximum opportunities to experience positive interaction with the school program, other parents, extra-curricular activities, and school and district decision-making.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent conference participation rate based on % of all students</p> <p>17-18 89%</p> <p>Baseline 88% (2016-17)</p>	99%
<p>Metric/Indicator Registered parent volunteer rate</p> <p>17-18 13%</p> <p>Baseline 12% (2016-17)</p>	23.5%

Expected

Actual

<p>Metric/Indicator DELAC participation rate based on % of English Learner parents.</p> <p>17-18 15%</p> <p>Baseline 14% (2016-17)</p>	<p>16.4%</p>
<p>Metric/Indicator Family Literacy Night participation rate</p> <p>17-18 5%</p> <p>Baseline 4% (2016-17)</p>	<p>4.8%</p>
<p>Metric/Indicator Back to School Night participation Rate</p> <p>17-18 75%</p> <p>Baseline 74% (2016-17)</p>	<p>66%</p>
<p>Metric/Indicator Percent of parental participation in IEPs, SSTs.</p> <p>17-18 95.5%</p> <p>Baseline 95% (2016-17)</p>	<p>100%</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Early Literacy Training Program via PIQUE.	Provided Parent Early Literacy Training Program via PIQUE.	Fee for trainer 5800: Professional/Consulting Services	Fee for trainer 5800: Professional/Consulting Services

And Operating Expenditures
Supplemental and Concentration
\$5,000

And Operating Expenditures
Supplemental and Concentration
\$5,000

Action 2

Planned Actions/Services

Community Liaison: The district will continue to employ a part time community liaison to assist with Family Literacy Night, parent outreach, and Parent training programs.

Actual Actions/Services

Maintained Community Liaison: The district will continue to employ a part time community liaison to assist with Family Literacy Night, parent outreach, and Parent training programs.

Budgeted Expenditures

Salary and Benefits 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
\$15,000

Estimated Actual Expenditures

Salary and Benefits 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
\$14,695

Action 3

Planned Actions/Services

Continue student recognition activities to encourage parents to participate in multiple activities at the school.

Actual Actions/Services

Continued student recognition activities to encourage parents to participate in multiple activities at the school.

Budgeted Expenditures

Supplies 4000-4999: Books And
Supplies Supplemental and
Concentration \$5,000

Estimated Actual Expenditures

Supplies 4000-4999: Books And
Supplies Supplemental and
Concentration \$2,782

Action 4

Planned Actions/Services

Recognize parent volunteers at the end of the year.

Actual Actions/Services

Continued to recognize parent volunteers at the end of the year.

Budgeted Expenditures

Supplies 4000-4999: Books And
Supplies Supplemental and
Concentration \$200

Estimated Actual Expenditures

Supplies 4000-4999: Books And
Supplies Supplemental and
Concentration \$200

Action 5

Planned Actions/Services

Provide fingerprinting for parent volunteers.

Actual Actions/Services

Provided fingerprinting for parent volunteers.

Budgeted Expenditures

Service cost 5800:
Professional/Consulting Services
And Operating Expenditures

Estimated Actual Expenditures

Service cost 5800:
Professional/Consulting Services
And Operating Expenditures

Supplemental and Concentration
\$9,000

Supplemental and Concentration
\$4,221

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 implementation of the actions/services has proven to help us achieve our goal. Our PIQUE participation continues to show solid parent participation and has led our EL parents to become more involved with our school and advocate for more PIQUE types of training for parents. We had an additional 118 parents get fingerprinted and sign up to serve as a school volunteer. In addition, we were able to host a Parent Volunteer Day in which parents worked with our Community Liaison to provide teachers with a day of volunteering. Parents continue to participate in our student recognition events and we added a 8th grade Awards assembly which will include academic, athletic award, and our first ever Raider of the Year Awards. Parent Volunteers of the Year were also recognized at this event.

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

The actions/services for this goal were very effective as we met, or exceeded, our metrics for this goal. This year we had more parent volunteers and more parents on campus assisting in a variety of capacities. In addition, parents are providing more assistance with our field trips, in classrooms, and our Band, Cheer, and Art programs. This past year has seen more parent participation than in the last 2 years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most actions were budgeted at the correct levels. This year we experienced a few actions in which were over budgeted, but this was due to a change in vendors during the year in which cost were reduced.

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.

The are no plans to change the goal, expected outcomes, metrics, or actions and services. Adjustments in cost will be made to reflect the increased personnel cost such as step &column raises, STRS/PERS increases, and Health and Welfare increases for future years.

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 3

Oak Valley students, including all sub-groups, will achieve at a level that meets or exceeds the SBE standards and expectations and closes achievement gaps.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator English Learner Progress based on the state dashboard indicator.</p> <p>17-18 82.6%</p> <p>Baseline 82.4 %</p>	77.5%
<p>Metric/Indicator CAASPP ELA (All Learners)</p> <p>17-18 27.5 points below level 3</p>	20.3 points below level 3

Expected

Actual

<p>Baseline 32.5 points below level 3</p>	
<p>Metric/Indicator CAASPP ELA (English Learners)</p> <p>17-18 62.3 points below level 3</p> <p>Baseline 67.3 points below level 3</p>	55.5 points below level 3
<p>Metric/Indicator CAASPP Math (All Learners)</p> <p>17-18 46.9 points below level 3</p> <p>Baseline 51.9 points below level 3</p>	37.5 points below level 3
<p>Metric/Indicator CAASPP Math (English Learners)</p> <p>17-18 75.1 points below level 3</p> <p>Baseline 80.1 points below level 3</p>	68.7 points below level 3
<p>Metric/Indicator English Learner Reclassification Rate</p> <p>17-18 6.0%</p> <p>Baseline 5.8 %</p>	5.03%
<p>Metric/Indicator Percent of students meeting standard in ELA benchmark.</p> <p>17-18 24%</p> <p>Baseline 23%</p>	49%
<p>Metric/Indicator Percent of students meeting standard in Math benchmark.</p>	46%

Expected

Actual

<p>17-18 18%</p> <p>Baseline 17%</p>	
<p>Metric/Indicator Maintain program and services for unduplicated and students with exceptional needs by monitoring/reviewing of classroom schedules..</p> <p>17-18 100%</p> <p>Baseline 100%</p>	100%
<p>Metric/Indicator Maintain a broad course of study, including unduplicated and students with exceptional needs by monitoring/reviewing of classroom schedules.</p> <p>17-18 100%</p> <p>Baseline 100%</p>	100%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with exceptional needs.	Provided enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with exceptional needs.	Transportation cost 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$21,949	Transportation cost 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,321.75

Action 2

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

Provide transportation vehicle and driver to serve special needs student's transportation services to and from IRC school.

Actions/Services

Provided transportation vehicle and driver to serve special needs student's transportation services to and from IRC school.

Expenditures

Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$15,000

Transportation vehicle. 6000-6999: Capital Outlay Supplemental and Concentration \$30,000

Expenditures

Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,536

Transportation vehicle. 6000-6999: Capital Outlay Supplemental and Concentration \$11,340

Action 3

Planned Actions/Services

Maintain additional teachers hired in grades TK, 4th, 5th, and 6th to provide Early Childhood Education options, smaller class size, and intervention for unduplicated, special needs, and at-risk students.

Actual Actions/Services

Maintained additional teachers hired in grades TK, 4th, 5th, and 6th to provide Early Childhood Education options, smaller class size, and intervention for unduplicated, special needs, and at-risk students

Budgeted Expenditures

Salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$340,900

Estimated Actual Expenditures

Salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$344,640

Action 4

Planned Actions/Services

Offer after school tutoring two times per week unduplicated and students with exceptional needs.

Actual Actions/Services

Offered after school tutoring two times per week unduplicated and students with exceptional needs.

Budgeted Expenditures

Salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000

Estimated Actual Expenditures

Salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,567

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Summer school 4 hrs./day/for 10 days/ Teachers & Aides

Hosted Summer school 4 hrs./day/for 10 days/ Teachers & Aides

Salary and benefits 1000-1999:
Certificated Personnel Salaries
Supplemental and Concentration
\$9,000

Salary and benefits 1000-1999:
Certificated Personnel Salaries
Supplemental and Concentration
\$9,000

Salary and benefits 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
\$3,500

Salary and benefits 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
\$3,463

Action 6

Planned Actions/Services

Provide a part-time License Vocational Nurse to support for unduplicated and students with exceptional needs.

Actual Actions/Services

Provided a part-time License Vocational Nurse to support for unduplicated and students with exceptional needs.

Budgeted Expenditures

LVN Contracted Service Via TCOE 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$23,500

Estimated Actual Expenditures

LVN Contracted Service Via TCOE 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$23,500

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 implementation of the actions/services were successful in achieving the goal. Almost every metric showed academic growth within core content areas and with our subgroups. Our College Readiness trips has spurred interest by our students and now more of their parents are asking to join us on these trips. Special services such as those provided by our LVN and the Driver of our special needs student offer direct support to our students by providing a higher level of medical support and transportation. Our after school tutoring continues to support our students and we continue to see growth. Our summer school program for kindergarten has been a great way for us to get these students, and their parents, started with building academic capacity.

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

The actions/services for this goal were effective as we met, or exceeded, for a majority of the metrics for this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to weather and date conflicts, some of the college readiness trips were adjusted and the cost were reduced from our planned trips which is why this expenditure is lower than budgeted. Some salary and benefits cost needed to be adjusted to addressed increased personnel cost. Also, the cost for tutorial services was under budget due a later start with the program than originally planned. Our planned cost for a vehicle was higher than actual cost as we were able to purchase a used vehicle to address our immediate need.

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.

The are no plans to change the goal, expected outcomes, metrics, or actions and services. Adjustments in cost will be made to reflect the increased personnel cost such as step & column raises, STRS/PERS increases, and Health and Welfare increases for future years. In addition, we had added security items that will include security cameras, improved door security, and meeting other safety suggestions from Tulare County Fire and Sheriffs office that align with our School Safety Plan. Other changes includes providing supplemental science materials to our core program, increase our student recognition program, and maintain our 1:1 technology by repairing and replace our student devices.

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?

Sept. 5-DELAC update on LCAP Action Progress and Dashboard Data Overview
Oct. 2-School Site Council update on LCAP Action Progress.
Oct. 4-LCAP Update and Dashboard Data Overview provided to teaching staff.
Oct. 10 Dashboard Data overview provided to Board of Trustees and Report on Local Priorities
Feb.-March—Surveys completed by parents, students, and staff; analyzed by staff.
Feb.-School Site Council review of eight state priorities and complete LCAP Survey
Feb. 21—School Site Council/Bargaining Unit meeting is held to review LCAP survey data and input on LCAP for next year based on eight state priorities.
March 8-9--One-on-One Request for Teacher Input on LCAP
April 18--Teacher Review of LCAP Survey Data and Input for LCAP Development
April 23—Meeting with OV student Leadership group to review and comment on LCAP
April 24- LCAP Update provided to Board of Trustees.
April 26--DELAC Review of LCAP Survey Data and Input for LCAP Development
April 26—Parent LCAP Development Meeting.
May 14 —School Site Council meets review and comment on LCAP survey data, Dashboard data and to develop LCAP.
May 22 —First Draft of LCAP is presented to Board
June 1—Draft Hearing version of LCAP made available on school website.
June 12—Public Hearing for LCAP
June 19—Final Board Approval of LCAP

The district took the approach that the Annual Update is the critical start to development of our Local Control Accountability Plan (LCAP). The development of the 2018 LCAP thus began with analysis of the progress and effectiveness of the actions planned and implemented for the 2017-18 year at the stakeholder meetings listed above in March, April, and May. At each meeting of stakeholders, the superintendent and/or principal presented data and evaluations of key elements of the LCAP actions such as:

- student achievement data and updates,
- professional development reports and evaluations,
- summaries of purchases made for instructional materials, supplies, textbooks, and technology,

- progress on course of study expansion
- progress on parent involvement actions

Starting in April, the School Site Council used analysis of the Annual Update process and stakeholder survey information to examine planned goals, outcomes, and actions for 2018-19 and succeeding years in order to make necessary changes and additions in the 2018 LCAP.

Impact on LCAP and Annual Update

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

- Input by parents, students and staff was analyzed to see what areas of the LCAP need to be addressed. A continued focus on improving Math and English Language Arts for all subgroups

was evident based on their review of the Dashboard data.

- Parents encouraged the LCAP committee to retain the current services and programs despite the possibility of cuts in funding from other revenue sources which may have a direct, or indirect,

impact on maintaining our level of service.

- DELAC Parents commented favorably on the PIQUE parent training that was offered and would like to see additional parent training opportunities for those that have completed the first phase of training.
- Students continue to requested that additional education field trips take place for the upcoming year.
- There was support to maintain the additional day with a School Psychologist to reduce student discipline issues and assist with crisis prevention and issues.
- Maintaining the school's technology and possibility expanding our capability for more reliable service was a priority.
- Intervention strategies for struggling students was noted by parents.
- Parents would like the school to continue to offer the DOJ Fingerprinting opportunities to parents at no cost again.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Oak Valley students will engage in a broad course of study in grades K-8 that provides multiple opportunities for student success; opens access for all students and all subgroups, and meets SBE adopted standards and expectations.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Oak Valley Student Needs: Grade level proficiency in English Language Arts, Mathematics, Science, and Physical Education in order to access curriculum and instruction, and to prepare for high school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of appropriately assigned and credentialed teachers will be 100%	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Availability of standards-aligned instructional materials will be 100% for all students including unduplicated and special needs students.	100%	100%	100%	100%
Attendance Rate	95.4%	95.6%	95.8%	96.0%
Suspension Rate	4.9%	3.9%	2.9%	2.5%
Chronic Absenteeism	4.5%	4.3%	4.1%	3.9%
Expulsion Rate	0%	0%	0%	0%
Middle School Dropout Rate	0%	0%	0%	0%
CAASPP ELA (All Learners)	32.5 points below level 3	27.5 points below level 3	22.5 points below level 3	17.5 points below level 3
CAASPP ELA (English Learners)	67.3 points below level 3	62.3 points below level 3	57.3 points below level 3	52.3 points below level 3
CAASPP ELA (Socio/Eco Disadvantage)	38.7 points below level 3	33.7 points below level 3	28.7 points below level 3	23.7 points below level 3
CAASPP ELA (Students W/Disabilities)	121.5 points below level 3	116.5 points below level 3	111.5 points below level 3	106.5 points below level 3
CAASPP Math (All Learners)	51.9 points below level 3	46.9 points below level 3	41.9 points below level 3	36.9 points below level 3
CAASPP Math (English Learners)	80.1 points below level 3	75.1 points below level 3	70.1 points below level 3	65.1 points below level 3
CAASPP Math(Socio/Eco Disadvantage)	58.1 points below level 3	53.1 points below level 3	48.1 points below level 3	43.1 points below level 3
CAASPP Math (Students W/Disabilities)	154.6 points below level 3	149.6 points below level 3	144.6 points below level 3	139.6 points below level 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Reclassification Rate	5.8 %	6.0%	6.2%	6.4%
Percent of Facilities in Good Repair	100%	100%	100%	100%
Student LCAP Survey Reports % of Students Feeling Safe and Connected	94%	94.2%	94.4%	94.6%
Maintain Williams Uniform Complaints at 0.	0	0	0	0
Percent of staff receiving professional development in CCSS standards.	100%	100%	100%	100%
Percent of teachers trained in new ELD components of base program.	100%	100%	100%	100%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Core Content Professional Development: Writing Units of Study Training (3 days) and UOS Books. Efforts are directed towards supporting unduplicated and exceptional needs students.

2018-19 Actions/Services

Core Content Professional Development: Math Training (3 Days). Efforts are directed towards supporting unduplicated and exceptional needs students.

2019-20 Actions/Services

Core Content Professional Development: Science Training (3 Days). Efforts are directed towards supporting unduplicated and exceptional needs students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,500	\$25,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures TCOE Cost for Trainer	5800: Professional/Consulting Services And Operating Expenditures Cost for Trainer	5800: Professional/Consulting Services And Operating Expenditures Cost for Trainer
Amount	\$6,500	\$10,191	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	4000-4999: Books And Supplies Training materials and books	1000-1999: Certificated Personnel Salaries Substitute Cost	

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Induction support for three teachers @\$8,500 for support provider plus @\$3,000 per teacher for BTSA Program cost for each teacher.

2018-19 Actions/Services

Induction support for one teacher @\$5,000 for support provider plus @\$3,000 per teacher for BTSA Program cost for each teacher.

2019-20 Actions/Services

Induction support for one teachers @\$5,000 for support provider plus @\$3,000 per teacher for BTSA Program cost for each teacher.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,500	\$3,607	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Mentor Stipend	1000-1999: Certificated Personnel Salaries Mentor Stipend	1000-1999: Certificated Personnel Salaries Mentor Stipend
Amount	\$9,000	\$5,000	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures TCOE BTSA Participation Cost	5800: Professional/Consulting Services And Operating Expenditures TCOE BTSA Participation Cost	5800: Professional/Consulting Services And Operating Expenditures TCOE BTSA Participation Cost

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Software, apps, and license agreements in all curriculum areas including Math curriculum and keyboarding curriculum; Lexia (Directed for unduplicated and English Learners); Accelerated Reader; Illuminate, etc.

2018-19 Actions/Services

Software, apps, and license agreements for Math curriculum and keyboarding curriculum; Rosetta Stone Lexia (Directed for unduplicated and English Learners); Accelerated Reader, etc.

2019-20 Actions/Services

Software, apps, and license agreements for Math curriculum and keyboarding curriculum; Rosetta Stone Lexia (Directed for unduplicated and English Learners); Accelerated Reader, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43,000	\$50,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Software purchases and licenses	5800: Professional/Consulting Services And Operating Expenditures Software purchases and licenses	5800: Professional/Consulting Services And Operating Expenditures Software purchases and licenses

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain full-time Technology Coordinator

2018-19 Actions/Services

Maintain full-time Technology Coordinator

2019-20 Actions/Services

Maintain full-time Technology Coordinator

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$66,529	\$68,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits Budget	2000-2999: Classified Personnel Salaries Salary and Benefits Budget	2000-2999: Classified Personnel Salaries Salary and Benefits Budget

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Modified Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain part time computer lab aides	Maintain part time computer lab aides	Maintain part time computer lab aides

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$42,000	\$46,702	\$48,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary and Benefits	2000-2999: Classified Personnel Salaries Salary and Benefits	2000-2999: Classified Personnel Salaries Salary and Benefits

Action 6

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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OR

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

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

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

2017-18 Actions/Services

Maintain increase of School Psychologist by 1 full day

2018-19 Actions/Services

Maintain increase of School Psychologist by 1 full day

2019-20 Actions/Services

Maintain increase of School Psychologist by 1 full day

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,300	\$43,440	\$45,300
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures TCOE contract fees for services	5800: Professional/Consulting Services And Operating Expenditures TCOE contract fees for services	5800: Professional/Consulting Services And Operating Expenditures TCOE contract fees for services

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

PLC Days for curriculum development, teachers will continue to develop curriculum units, lesson plans and benchmarks; each grade level meets three times per year for a full day in addition to early release PLC

2018-19 Actions/Services

PLC Days for curriculum development, teachers will continue to develop curriculum units, lesson plans and benchmarks; each grade level meets three times per year for a full day in addition to early release PLC

2019-20 Actions/Services

PLC Days for curriculum development, teachers will continue to develop curriculum units, lesson plans and benchmarks; each grade level meets three times per year for a full day in addition to early release PLC

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,450	\$16,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Sub cost for PLC Days	1000-1999: Certificated Personnel Salaries Sub cost for PLC Days	1000-1999: Certificated Personnel Salaries Sub cost for PLC Days

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Art teacher to broaden course access to all students. Efforts are directed towards supporting unduplicated and exceptional needs students.	Maintain Art teacher to broaden course access to all students. Efforts are directed towards supporting unduplicated and exceptional needs students.	Maintain Art teacher to broaden course access to all students. Efforts are directed towards supporting unduplicated and exceptional needs students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$83,000	\$88,494	\$89,600
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary and benefits	1000-1999: Certificated Personnel Salaries Salary and benefits	1000-1999: Certificated Personnel Salaries Salary and benefits

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Maintain PE teacher position to broaden course access by allowing 6th-8th grade teachers to focus on offering elective courses for 6th-8th grade students and provide TK-5th grade students with real physical education activities.

2018-19 Actions/Services

Maintain PE teacher position to broaden course access by allowing 6th-8th grade teachers to focus on offering elective courses for 6th-8th grade students and provide TK-5th grade students with real physical education activities.

2019-20 Actions/Services

Maintain PE teacher position to broaden course access by allowing 6th-8th grade teachers to focus on offering elective courses for 6th-8th grade students and provide TK-5th grade students with real physical education activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$77,500	\$82,312	\$84,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary and benefits	1000-1999: Certificated Personnel Salaries Salary and benefits	1000-1999: Certificated Personnel Salaries Salary and benefits

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

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

Unchanged Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue Family Literacy Night in the computer lab and library and include STEM and Art Literacy Night.	Continue Family Literacy Nights in the computer lab and library and include STEM and Art Literacy Night.	Continue Family Literacy Nights in the computer lab and library and include STEM and Art Literacy Night.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,200	\$2,400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary and benefits	2000-2999: Classified Personnel Salaries Salary and benefits	2000-2999: Classified Personnel Salaries Salary and benefits

Action 11

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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English Learners Foster Youth Low Income	LEA-wide	All Schools Specific Grade Spans: K-3
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Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide part time aides to target grades K-3. This support is directed towards supporting unduplicated and exceptional needs students.	Continue to provide part time aides to target grades K-3. This support is directed towards supporting unduplicated and exceptional needs students.	Continue to provide part time aides to target grades K-3. This support is directed towards supporting unduplicated and exceptional needs students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$110,000	\$120,070	\$121,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary and benefits	2000-2999: Classified Personnel Salaries Salary and benefits	2000-2999: Classified Personnel Salaries Salary and benefits

Action 12

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue to provide one period for Teacher on Special Assignment (TOSA) to provide coaching and support for teachers.

2018-19 Actions/Services

Continue to provide one period for Teacher on Special Assignment (TOSA) to provide coaching and support for teachers.

2019-20 Actions/Services

Continue to provide one period for Teacher on Special Assignment (TOSA) to provide coaching and support for teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,526	\$18,740	\$20,526
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries salary and benefits	1000-1999: Certificated Personnel Salaries salary and benefits	1000-1999: Certificated Personnel Salaries salary and benefits

Action 13

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide a Science Fair to improve and increase student access to science and Problem Based Learning Activities.

2018-19 Actions/Services

Continue to provide a Science Fair to improve increase student access to science and Problem Based Learning Activities.

2019-20 Actions/Services

Continue to provide a Science Fair to improve and increase student access to science and Problem Based Learning Activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies Materials and Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Oak Valley will develop and implement a robust parent involvement program in which parents have maximum opportunities to experience positive interaction with the school program, other parents, extra-curricular activities, and school and district decision-making.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Needs: Increase parent participation in school and district decision making, parent conferences, and school activities. Efforts are directed toward parents of unduplicated and exceptional needs students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent conference participation rate based on % of all students	88% (2016-17)	89%	90%	91%
Registered parent volunteer rate	12% (2016-17)	13%	14%	15%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
DELAC participation rate based on % of English Learner parents.	14% (2016-17)	15%	16%	17%
Family Literacy Night participation rate	4% (2016-17)	5%	6%	7%
Back to School Night participation Rate	74% (2016-17)	75%	76%	77%
Percent of parental participation in IEPs, SSTs.	95% (2016-17)	95.5%	96%	96.5%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Modified Action	Modified Action	Unchanged Action
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2017-18 Actions/Services Parent Early Literacy Training Program via PIQUE.	2018-19 Actions/Services Parent Science, Technology, Engineering, and Mathematics Training via PIQUE	2019-20 Actions/Services Parent Leadership Development Training via PIQUE.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$7,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Fee for trainer	5800: Professional/Consulting Services And Operating Expenditures Fee for trainer	5800: Professional/Consulting Services And Operating Expenditures Fee for trainer

Action 2

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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OR

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

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

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Modified Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

Community Liaison: The district will continue to employ a part time community liaison to assist with Family Literacy Night, parent outreach, and Parent training programs.

2018-19 Actions/Services

Community Liaison: The district will continue to employ a part time community liaison to assist with Family Literacy Night, parent outreach, and Parent training programs..

2019-20 Actions/Services

Community Liaison: The district will continue to employ a part time community liaison to assist with Family Literacy Night, parent outreach, and Parent training programs..

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,800	\$16,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries salary and benefits	2000-2999: Classified Personnel Salaries salary and benefits	2000-2999: Classified Personnel Salaries salary and benefits

Action 3

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 [Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

OR

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

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

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

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

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue student recognition activities to encourage parents to participate in multiple activities at the school.

2018-19 Actions/Services

Continue student recognition activities to encourage parents to participate in multiple activities at the school.

2019-20 Actions/Services

Continue student recognition activities to encourage parents to participate in multiple activities at the school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Recognize parent volunteers at the end of the year.

2018-19 Actions/Services

Recognize parent volunteers at the end of the year.

2019-20 Actions/Services

Recognize parent volunteers at the end of the year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$200	\$200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide fingerprinting for parent volunteers.	Provide fingerprinting for parent volunteers.	Provide fingerprinting for parent volunteers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,000	\$11,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Service cost	5800: Professional/Consulting Services And Operating Expenditures Service cost	5800: Professional/Consulting Services And Operating Expenditures Service cost

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Oak Valley students, including all sub-groups, will achieve at a level that meets or exceeds the SBE standards and expectations and closes achievement gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

English Learner students need: Grade level proficiency in language development in order to access curriculum and instruction, and to prepare for high school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Progress based on the state dashboard indicator.	82.4 %	82.6%	82.8%	83%
CAASPP ELA (All Learners)	32.5 points below level 3	27.5 points below level 3	22.5 points below level 3	17.5 points below level 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA (English Learners)	67.3 points below level 3	62.3 points below level 3	57.3 points below level 3	52.3 points below level 3
CAASPP Math (All Learners)	51.9 points below level 3	46.9 points below level 3	41.9 points below level 3	36.9 points below level 3
CAASPP Math (English Learners)	80.1 points below level 3	75.1 points below level 3	70.1 points below level 3	65.1 points below level 3
English Learner Reclassification Rate	5.8 %	6.0%	6.2%	6.4%
Percent of students meeting standard in ELA benchmark.	23%	24%	25%	26%
Percent of students meeting standard in Math benchmark.	17%	18%	19%	20%
Maintain program and services for unduplicated and students with exceptional needs by monitoring/reviewing of classroom schedules..	100%	100%	100%	100%
Maintain a broad course of study, including unduplicated and students with exceptional needs by monitoring/reviewing of classroom schedules.	100%	100%	100%	100%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with exceptional needs.

2018-19 Actions/Services

Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with exceptional needs.

2019-20 Actions/Services

Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with exceptional needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,949	\$18,500	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation cost	5800: Professional/Consulting Services And Operating Expenditures Transportation cost	5800: Professional/Consulting Services And Operating Expenditures Transportation cost

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Provide transportation vehicle and driver to serve special needs student's transportation services to and from IRC school.

2018-19 Actions/Services

Provide transportation vehicle and driver to serve special needs student's transportation services to and from IRC school.

2019-20 Actions/Services

Provide transportation vehicle and driver to serve special needs student's transportation services to and from IRC school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,500	\$16,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries and Benefits	2000-2999: Classified Personnel Salaries and Benefits	2000-2999: Classified Personnel Salaries and Benefits
Amount	\$30,000	0	0
Source	Supplemental and Concentration		
Budget Reference	6000-6999: Capital Outlay Transportation vehicle.		

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

New Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

Advance school safety through increased video surveillance, gate and door security systems.

2019-20 Actions/Services

Action completed in 2018-19, no further action necessary.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$15,000	
Source		Supplemental and Concentration	
Budget Reference		4000-4999: Books And Supplies	
Amount		\$20,000	
Source		Supplemental and Concentration	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	\$70,000	<input type="text"/>
Source	<input type="text"/>	Supplemental and Concentration	<input type="text"/>
Budget Reference	<input type="text"/>	4000-4999: Books And Supplies	<input type="text"/>

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	\$11,021	\$8,000
Source	<input type="text"/>	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	<input type="text"/>	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain additional teachers hired in grades TK, 4th, 5th, and 6th to provide Early Childhood Education options, smaller class size, and intervention for unduplicated, special needs, and at-risk students.

2018-19 Actions/Services

Maintain additional teachers hired in grades TK, 4th, 5th, and 6th to provide Early Childhood Education options, smaller class size, and intervention for unduplicated, special needs, and at-risk students.

2019-20 Actions/Services

Maintain additional teachers hired in grades TK, 4th, 5th, and 6th to provide Early Childhood Education options, smaller class size, and intervention for unduplicated, special needs, and at-risk students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$340,900	\$363,589	\$365,900
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries and benefits	1000-1999: Certificated Personnel Salaries Salaries and benefits	1000-1999: Certificated Personnel Salaries Salaries and benefits

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

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

	New Action	Unchanged Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Maintain 1:1 student to device level of technology by repairing and replacing devices as needed.	Maintain 1:1 student to device level of technology by repairing and replacing devices as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$25,000	\$25,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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OR

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

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

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

Modified Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Offer after school tutoring two times per week unduplicated and students with exceptional needs.	Offer after school tutoring two times per week for unduplicated and students with exceptional needs.	Offer after school tutoring two times per week for unduplicated and students with exceptional needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,600	\$21,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary and benefits	1000-1999: Certificated Personnel Salaries Salary and benefits	1000-1999: Certificated Personnel Salaries Salary and benefits

Action 9

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Summer school 4 hrs./day/for 10 days/
Teachers & Aides

2018-19 Actions/Services

Summer school 4 hrs./day/for 10
days/Teachers & Aides

2019-20 Actions/Services

Summer school 4 hrs./day/for 10
days/Teachers & Aides

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,000	\$9,500	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary and benefits	1000-1999: Certificated Personnel Salaries Salary and benefits	1000-1999: Certificated Personnel Salaries Salary and benefits
Amount	\$3,500	\$4,000	\$4,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary and benefits	2000-2999: Classified Personnel Salaries Salary and benefits	2000-2999: Classified Personnel Salaries Salary and benefits

Action 10

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide a part-time License Vocational Nurse to support for unduplicated and students with exceptional needs.

2018-19 Actions/Services

Provide a part-time License Vocational Nurse to support for unduplicated and students with exceptional needs.

2019-20 Actions/Services

Provide a part-time License Vocational Nurse to support unduplicated and students with exceptional needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,500	\$24,675	\$25,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LVN Contracted Service Via TCOE	5800: Professional/Consulting Services And Operating Expenditures LVN Contracted Service Via TCOE	5800: Professional/Consulting Services And Operating Expenditures LVN Contracted Service Via TCOE

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,215,120

Percentage to Increase or Improve Services

28.13%

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).

Using the calculation tool provided by the state, Oak Valley has calculated that it will receive \$1,177,710 in Supplemental and Concentration grant funds under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool, the proportionality percentage has been calculated at 28.23%. Direct services to unduplicated students are evident in the direct services provided such additional teachers to reduce class size, providing a TK teacher and summer school program to support Early Childhood Education, RTI aides, Illuminate and Lexia software, TOSA Support for teachers, and after school math tutoring. Oak Valley has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2018-19 Supplemental and Concentration Grant funding for qualifying purposes.

Currently the demographics of Oak Valley district indicate that 80.46% of the district's students are qualified for Free and Reduced Meals and 29.4% of our students are English learners. Given the large number and percentage of low income learners, all district goals are designed to close the achievement gap and meet the needs of these "unduplicated count" students (low income, English learners, and foster youth). Oak Valley will implement high quality strategies in professional development for teachers and staff, provide textbooks and supplemental materials aligned to state standards for every student, greatly expand student and staff technology skills for the 21st century, and expand the course of study to include all students in the required broad course of study. Oak Valley will deploy high quality, standards-based intervention strategies principally directed to unduplicated student needs in order to accelerate student learning. By implementing high quality programs to close the achievement gap for these students, all students benefit from the exemplary practices and strategies to be implemented. At the heart of the district's goals is a research-based, high quality learning approach to teaching all students districtwide. It is the best approach for accelerating learning for high risk students. Every student is provided a high quality learning program based upon his/her individual learning needs and builds upon every student's individual strengths and talents. By providing these services districtwide we are better able to implement the research-

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).

based, high quality services and programs needed to accelerate learning by the students who generated the supplemental and concentration grant funds as described in this plan.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$1,030,875

Percentage to Increase or Improve Services

25.02%

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).

Using the calculation tool provided by the state, Oak Valley has calculated that it will receive \$ 1,030,875 in Supplemental and Concentration grant funds under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool, the proportionality percentage has been calculated at 25.02%. Direct services to unduplicated students are evident in the direct services provided such the Intervention Teacher, RTI aides, Lexia software, TOSA Support for teachers, and after school tutoring. Oak Valley has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2017-18 Supplemental and Concentration Grant funding for qualifying purposes.

Currently the demographics of Oak Valley district indicate that 82.55% of the district's students are qualified for Free and Reduced Meals and 30.5% of our students are English learners. Given the large number and percentage of low income learners, all district goals are designed to close the achievement gap and meet the needs of these "unduplicated count" students (low income, English learners, and foster youth). Oak Valley will implement high quality strategies in professional development for teachers and staff, provide textbooks and supplemental materials aligned to state standards for every student, greatly expand student and staff technology skills for the 21st century, and expand the course of study to include all students in the required broad course of study. Oak Valley will deploy high quality, standards-based intervention strategies principally directed to unduplicated student needs in order to accelerate student learning. By implementing high quality programs to close the achievement gap for these students, all students benefit from the exemplary practices and strategies to be implemented. At the heart of the district's goals is a research-based, high quality learning approach to teaching all students districtwide. It is the best approach for accelerating learning for high risk students. Every student is provided a high quality learning program based upon his/her individual learning needs and builds upon every student's individual strengths and talents. By providing these services districtwide we are better able to implement the research-based, high quality services and programs needed to accelerate learning by the students who generated the supplemental and concentration grant funds as described in this plan.

Addendum

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

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

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

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

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

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,030,875.00	966,334.37	1,030,875.00	1,215,120.00	1,057,126.00	3,303,121.00
	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	11,700.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	1,030,875.00	954,634.37	1,030,875.00	1,215,120.00	1,057,126.00	3,303,121.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,030,875.00	966,334.37	1,030,875.00	1,215,120.00	1,057,126.00	3,303,121.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	571,426.00	560,581.00	571,426.00	612,483.00	613,026.00	1,796,935.00
2000-2999: Classified Personnel Salaries	252,500.00	252,307.00	252,500.00	270,801.00	276,100.00	799,401.00
4000-4999: Books And Supplies	12,700.00	4,093.62	12,700.00	127,221.00	39,200.00	179,121.00
5800: Professional/Consulting Services And Operating Expenditures	164,249.00	138,012.75	164,249.00	204,615.00	128,800.00	497,664.00
6000-6999: Capital Outlay	30,000.00	11,340.00	30,000.00	0.00	0.00	30,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,030,875.00	966,334.37	1,030,875.00	1,215,120.00	1,057,126.00	3,303,121.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	571,426.00	560,581.00	571,426.00	612,483.00	613,026.00	1,796,935.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	252,500.00	252,307.00	252,500.00	270,801.00	276,100.00	799,401.00
4000-4999: Books And Supplies	Supplemental and Concentration	12,700.00	4,093.62	12,700.00	127,221.00	39,200.00	179,121.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	11,700.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	164,249.00	126,312.75	164,249.00	204,615.00	128,800.00	497,664.00
6000-6999: Capital Outlay	Supplemental and Concentration	30,000.00	11,340.00	30,000.00	0.00	0.00	30,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	532,826.00	523,068.62	532,826.00	578,735.00	539,526.00	1,651,087.00
Goal 2	34,200.00	26,898.00	34,200.00	39,000.00	31,200.00	104,400.00
Goal 3	463,849.00	416,367.75	463,849.00	597,385.00	486,400.00	1,547,634.00

* Totals based on expenditure amounts in goal and annual update sections.

LCAP Expenditures By Funding Source

Oak Valley Elementary School

Funding Source:

Proposed Expenditure	Object Code	Amount	Action
		\$0.00	Provide transportation vehicle and driver to serve special needs student's transportation services to and from IRC school.
Total Expenditures:		\$0.00	

Funding Source: Supplemental and Concentration

Proposed Expenditure	Object Code	Amount	Action
Cost for Trainer	5800: Professional/Consulting Services And Operating Expenditures	\$25,000.00	Core Content Professional Development: Math Training (3 Days). Efforts are directed towards supporting unduplicated and exceptional needs students.
Substitute Cost	1000-1999: Certificated Personnel Salaries	\$10,191.00	Core Content Professional Development: Math Training (3 Days). Efforts are directed towards supporting unduplicated and exceptional needs students.
Mentor Stipend	1000-1999: Certificated Personnel Salaries	\$3,607.00	Induction support for one teacher @\$5,000 for support provider plus @\$3,000 per teacher for BTSA Program cost for each teacher.
TCOE BTSA Participation Cost	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Induction support for one teacher @\$5,000 for support provider plus @\$3,000 per teacher for BTSA Program cost for each teacher.
Software purchases and licenses	5800: Professional/Consulting Services And Operating Expenditures	\$50,000.00	Software, apps, and license agreements for Math curriculum and keyboarding curriculum; Rosetta Stone Lexia (Directed for unduplicated and English Learners); Accelerated Reader, etc.
Salary and Benefits Budget	2000-2999: Classified Personnel Salaries	\$66,529.00	Maintain full-time Technology Coordinator
Salary and Benefits	2000-2999: Classified Personnel Salaries	\$46,702.00	Maintain part time computer lab aides

Oak Valley Elementary School

TCOE contract fees for services	5800: Professional/Consulting Services And Operating Expenditures	\$43,440.00	Maintain increase of School Psychologist by 1 full day
Fee for trainer	5800: Professional/Consulting Services And Operating Expenditures	\$7,000.00	Parent Science, Technology, Engineering, and Mathematics Training via PIQUE
salary and benefits	2000-2999: Classified Personnel Salaries	\$15,800.00	Community Liaison: The district will continue to employ a part time community liaison to assist with Family Literacy Night, parent outreach, and Parent training programs..
Supplies	4000-4999: Books And Supplies	\$5,000.00	Continue student recognition activities to encourage parents to participate in multiple activities at the school.
Supplies	4000-4999: Books And Supplies	\$200.00	Recognize parent volunteers at the end of the year.
Transportation cost	5800: Professional/Consulting Services And Operating Expenditures	\$18,500.00	Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with exceptional needs.
Salaries and Benefits	2000-2999: Classified Personnel Salaries	\$15,500.00	Provide transportation vehicle and driver to serve special needs student's transportation services to and from IRC school.
	4000-4999: Books And Supplies	\$15,000.00	Advance school safety through increased video surveillance, gate and door security systems.
	5800: Professional/Consulting Services And Operating Expenditures	\$20,000.00	Advance school safety through increased video surveillance, gate and door security systems.
	4000-4999: Books And Supplies	\$70,000.00	Purchase supplemental Science materials to support our Intervention program with assisting unduplicated students in Science.
	4000-4999: Books And Supplies	\$11,021.00	Rewards for student attendance/honor roll recognition program for all students.
Salaries and benefits	1000-1999: Certificated Personnel Salaries	\$363,589.00	Maintain additional teachers hired in grades TK, 4th, 5th, and 6th to provide Early Childhood Education options, smaller class size, and intervention for unduplicated, special needs, and at-risk students.
	4000-4999: Books And Supplies	\$25,000.00	Maintain 1:1 student to device level of technology by repairing and replacing devices as needed.

Oak Valley Elementary School

Salary and benefits	1000-1999: Certificated Personnel Salaries	\$20,600.00	Offer after school tutoring two times per week for unduplicated and students with exceptional needs.
Salary and benefits	1000-1999: Certificated Personnel Salaries	\$9,500.00	Summer school 4 hrs./day/for 10 days/Teachers & Aides
Salary and benefits	2000-2999: Classified Personnel Salaries	\$4,000.00	Summer school 4 hrs./day/for 10 days/Teachers & Aides
Sub cost for PLC Days	1000-1999: Certificated Personnel Salaries	\$15,450.00	PLC Days for curriculum development, teachers will continue to develop curriculum units, lesson plans and benchmarks; each grade level meets three times per year for a full day in addition to early release PLC
Salary and benefits	1000-1999: Certificated Personnel Salaries	\$88,494.00	Maintain Art teacher to broaden course access to all students. Efforts are directed towards supporting unduplicated and exceptional needs students.
Salary and benefits	1000-1999: Certificated Personnel Salaries	\$82,312.00	Maintain PE teacher position to broaden course access by allowing 6th-8th grade teachers to focus on offering elective courses for 6th-8th grade students and provide TK-5th grade students with real physical education activities.
Salary and benefits	2000-2999: Classified Personnel Salaries	\$2,200.00	Continue Family Literacy Nights in the computer lab and library and include STEM and Art Literacy Night.
Salary and benefits	2000-2999: Classified Personnel Salaries	\$120,070.00	Continue to provide part time aides to target grades K-3. This support is directed towards supporting unduplicated and exceptional needs students.
salary and benefits	1000-1999: Certificated Personnel Salaries	\$18,740.00	Continue to provide one period for Teacher on Special Assignment (TOSA) to provide coaching and support for teachers.
Materials and Supplies	4000-4999: Books And Supplies	\$1,000.00	Continue to provide a Science Fair to improve increase student access to science and Problem Based Learning Activities.
Service cost	5800: Professional/Consulting Services And Operating Expenditures	\$11,000.00	Provide fingerprinting for parent volunteers.
LVN Contracted Service Via TCOE	5800: Professional/Consulting Services And Operating Expenditures	\$24,675.00	Provide a part-time License Vocational Nurse to support for unduplicated and students with exceptional needs.
Supplemental and Concentration Total Expenditures:		\$1,215,120.00	

Oak Valley Elementary School

Oak Valley Elementary School Total Expenditures: \$1,215,120.00