

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[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 Oroville Union High School District

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Superintendent

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2017-20 Plan Summary

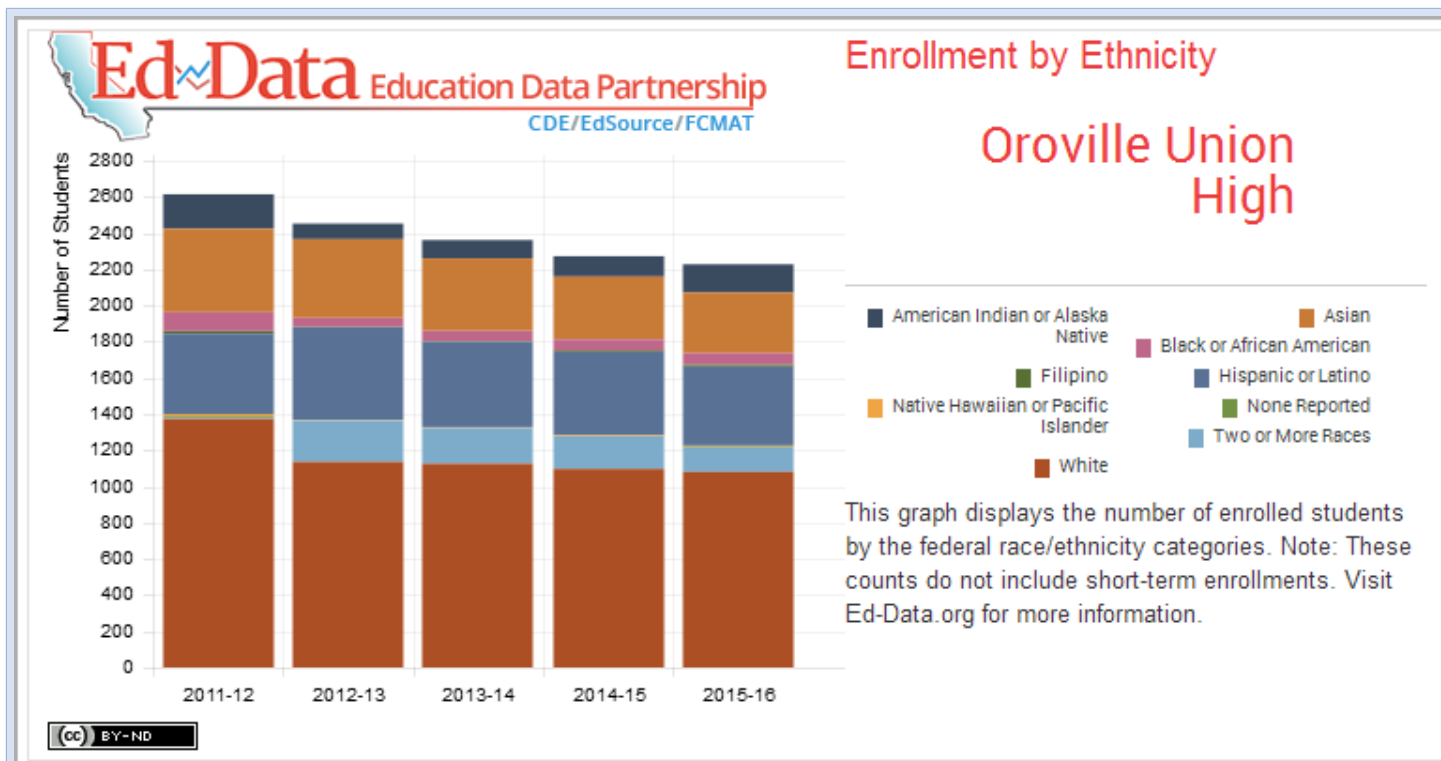
THE STORY

Briefly describe the students and community and how the LEA serves them.

The Oroville Union High School District is located in the rural north valley at the base of the Sierra Nevada foothills, about seventy miles north of Sacramento. The district encompasses 723 square miles of eastern Butte County. The district has two comprehensive high schools, one continuation school, one community day school and one adult education school. Butte-Glenn Community College is nine miles from town and California State University, Chico is located approximately 25 miles from Oroville. Oroville is the seat of Butte County, which comprises the primary source of income for the city's population of 16,061 residents (55,000 in the greater Oroville area). Other significant sources of income are agriculture, light manufacturing, tourism, retail trade services, transportation, public utilities, construction, finance, government and public administration. The 2015 median household income in the city was \$38,308.

OUHSD has experienced declining enrollment since 2009-2010. During the 2015-2016 school year, the total enrollment for grades 9-12 was 2,227 students. During the 2016-2017 school year, the total enrollment for grades 9-12 was 2,136 students. OUHSD is projecting a 9-12 enrollment of 2,057 in 2017-2018.

OUHSD has made great strides to provide students with quality educational opportunities, such as Career and Technical Education pathways in Agriculture, Automotive, Engineering, Home Economics and Manufacturing. OUHSD also has the Las Plumas Oroville Alliance (LPO) Band that is highly decorated in Northern California as a quality program.



LCAP HIGHLIGHTS

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

The District designed the LCAP to focus on three goals for all students: 1) quality educational experiences for all students; 2) safe and nurturing environment for all students; and 3) prepare students to be critical thinkers in the 21st century. During the 2016-2017 school year, the District focused on improving academic performance for all students, especially in the areas of special education and mathematics. The District is exploring alternatives to suspensions and expulsions while still maintaining a safe school environment that is conducive to learning. The Board of Trustees is exploring ways to improve instruction in every classroom in order to reduce the number of students leaving our district to attend school in other districts. The Board and District Administration are exploring ways to offer quality educational programs for students, retain high quality teachers and meet the challenges of increasing District contributions to employee pension programs and health and welfare benefits.



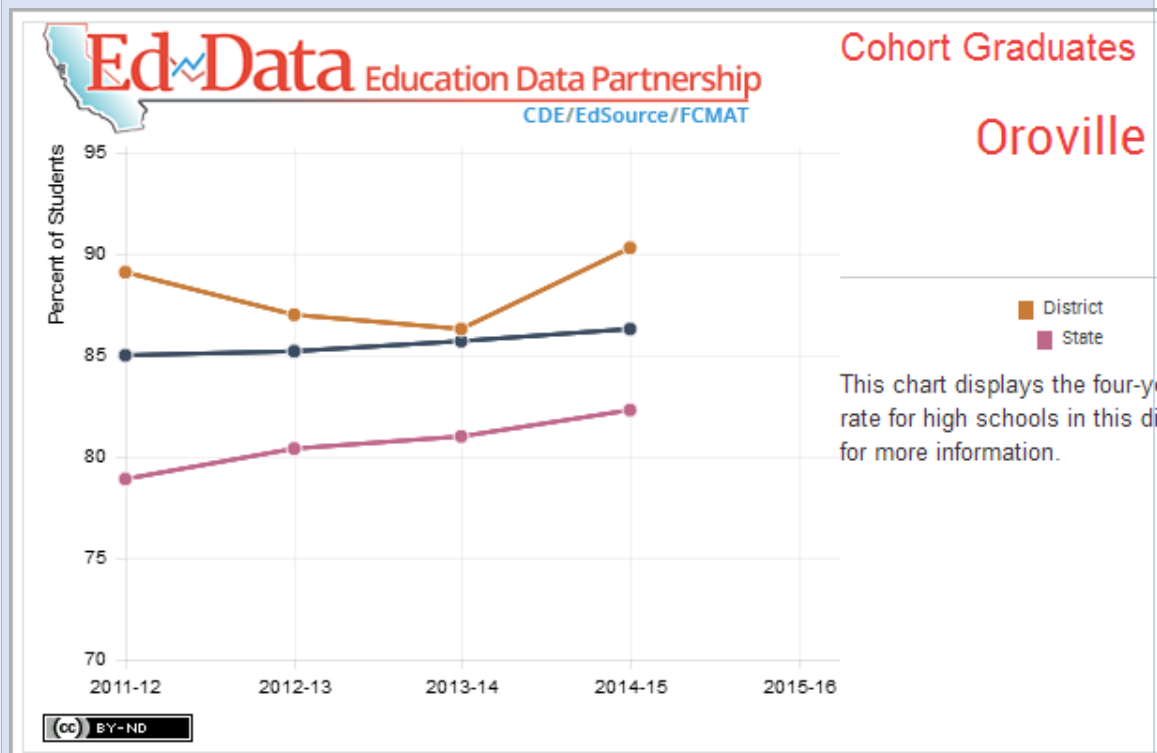
REVIEW OF PERFORMANCE

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.

The District's graduation rate has increased since 2013-2014. According to the CDE LCFF Dashboard, the District has a graduation rate of 94.7% for all students. The District has also shown an increase in the academic performance of our English Language Learners (ELL), with 76.8% performing at or above state performance targets. The District does have a very high suspension and expulsion rate of 12.8%. The Dashboard indicators for Chronic Absenteeism and College and Career Readiness are not yet available. Addressing attendance has been a focus of the District since 2011. In 2011-2012, the average attendance rate for both comprehensive high schools was 93.78%. In 2015-2016, the average attendance rate for both comprehensive high schools was 94.37%. During the 2015-2016 school year, 41% of our 11th grade students met or exceeded standards on the State Math assessment (CASSP). During the 2015-2016 school year, 13% of our 11th grade students met or exceeded standards on the State ELA assessment (CASSP).

The District has focused spending one-time funding on improving technology infrastructure (WiFi access points, cabling, network performance and storage solutions), purchasing Chromebooks for students to use in classes, expanding library hours at both Oroville High School (OHS) and Las Plumas High School (LPHS), providing professional development opportunities for staff, implementing the California Common Core Content Standards in the areas of English, math, social science and science, as well as providing multiple options for students to make up credits.

GREATEST 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?

The District has received a "Red" on overall performance in the area of suspensions and expulsions. The District implemented an In-School Suspension classroom at Prospect High School two years ago. The total number of out-of-school suspensions has been reduced. Stakeholders are reviewing the reasons for each suspension and expulsion in order to determine if a modification of the District's Discipline Plan is warranted. The District received "Green" on both graduation rate and English Language Learner progress. During the 2015-2016 school year, OUHSD suspended 466 students for 1168 offenses. There were 758 days of Out of School Suspension and 487 days of In School Suspension. During 2015-2016, 63 students were expelled.

GREATEST NEEDS

3/14/2017 California School Dashboard - Oroville Union High Status Change Report



Home / Oroville Union High - Butte / Status and Change Report

Status and Change Report




Oroville Union High - Butte County

Enrollment: 2,227 Socioeconomically Disadvantaged: 70% English Learners: 6% Foster Youth: N/A Grade Span: 9-Adult Charter School: No

Reporting Year:

Equity Report **Status and Change Report** Detailed Reports Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change). Status and change each have five possible levels, which are displayed with the data for each indicator.

State Indicators	All Students Performance	Status
Chronic Absenteeism	N/A	N/A
Suspension Rate (K-12)		Very High 12.8%
English Learner Progress (K-12)		High 76.8%
Graduation Rate (9-12)		High 94.7%
College / Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A

<http://lcff.siconc.org/#/Details/046151500000001/Status>

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 graduation rate performance indicator for students with disabilities received an "Orange" due to having a 70% graduation rate. The District is reviewing our entire special education program to remove potential barriers for students to graduate. We are also reviewing our Certificate of Completion program for special education students and making sure that the program is not negatively affecting our graduation data. On the advice of the California Department of Education, the District is exploring the implementation of Universal Design for Learning (UDL) throughout the district. A group of teachers and administrators attended UDL training in March, 2017. The District also scored "Red" in the area of suspension and expulsion for all students. Stakeholders have reviewed the District's Discipline Plan for 2017-2018 and will be looking to add alternatives to suspension as consequences.

INCREASED OR IMPROVED SERVICES

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.

The three most significant ways in which the District increased or improved services for all students are: 1) extending the library hours at both LPHS and OHS one day per week from 3:15 p.m. to 6:30 p.m.; 2) using the MAP assessment to appropriately place incoming ninth grade students into ELA and math courses; and 3) exposing students to college and career opportunities by hosting a College and Career Fair, sponsoring trips to colleges and industry partners, and increasing the number of classes that meet the College Board's criteria to be approved as A-G courses. The District was able to extend the library hours at LPHS and OHS as planned. The District was able to use the MAP assessment to place incoming ninth grade students into ELA and Math classes. LPHS and OHS counseling staff collaborated to host a College and Career Fair in which students were provided opportunities to visit colleges and industry partners. Staff collaborated on the District's A-G list and updated courses as appropriate. In addition to these initiatives, the District engaged in steps to improve services for low-income students, English Learners and foster youth. The District funded after-school tutoring in ELA and Math at LPHS and in Math at OHS, Monday through Thursday. The District funded a Behavioral Specialist who primarily serves our Community Day School, whose population is 10% foster youth. The process for identifying foster and homeless youth has been improved by creating a list twice per month that is sent to appropriate staff at all school sites. Although we have not met our goal of hiring a School Social Worker this year, the District recently settled with the Oroville Secondary Teacher's Association (OSTA) and is recruiting to fill this position. The District continues to pursue strong relationships with outside organizations to benefit the specific populations mentioned above. For example, Upward Bound, a program to help low-income students prepare for college, continues to work at LPHS and OHS. At OHS, Upward Bound runs a tutoring center daily. The District also works with the School Ties program through the Butte County Office of Education to coordinate tutoring services for homeless and foster youth.

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	\$26,418,392.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$10,988,262.00

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.

The LCAP does not depict the entire general fund budget. The District has defined those programs and services required to provide a basic educational program as its core program. The core program expenditures that do not address the LCAP goals are not included in this document. Examples of core program expenditures include teacher and para-educator salaries and benefits, instructional materials associated with the classes required for graduation, administration and clerical salaries and benefits and all other costs associated with managing the District and its schools, health benefits for retirees, utilities, insurance, the cost for special education students receiving services in regional and non-public school programs, transportation provided for special education students, the costs associated with operating the Community Day School and debt service payments related to a solar project and buildings that were lease-purchased. The complete budget is available for viewing on the OUHSD website.

\$21,674,629.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Quality Educational Experiences for All Students

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The District will continue to have all of our schools in good repair as mandated by Williams Act requirements. The District will use a needs assessment to gather data on areas of professional development needs. All teachers and staff will be appropriately assigned and credentialed. All classrooms will have sufficient instructional materials as mandated by Williams Act requirements. All core academic classes will provide instruction with lessons that infuse the Common Core State Standards in order to increase student achievement as measured by administrative walk-throughs. The District has been using a consultant to train administrators in recognizing appropriate Common Core instruction and has been going on walk-throughs with Principals and Assistant Principals at each school. All students will have access to courses with their general education peers, regardless of English fluency, foster youth/homelessness status or disability, as demonstrated in the master schedule.

ACTUAL

All district teachers and staff were appropriately assigned and credentialed. All classrooms had sufficient instructional materials as mandated by Williams Act requirements. The District focused resources on improving instruction in Math I, special education and ELA. The CAASPP results will be used as a measure of effectiveness, as well as the number of D's and F's in English and math courses to gauge the results of our changes. All students had access to courses with their general education peers, regardless of English fluency, foster youth/homelessness status or disability, as demonstrated in the master schedule.

The District continues to keep our schools in good repair. During 2016-2017, the District applied a 10-year roof coating on the main building and band room at LPHS. The District completed a \$3 million solar project and funded most of the project with a \$2.8 million interest free loan. The District installed, repaired and upgraded security cameras at all school sites and the district office. The District conducted a technology infrastructure needs assessment which resulted in upgrading network switches, adding WiFi access points, updating fiber and adding Chromebooks and carts at all schools. The District added and repaired fencing throughout the District to improve the security at all schools. The District also repaired the student parking lot at LPHS, added fencing to the OHS student parking lot and will seal coat and repair selected parking lots throughout the district during the summer of 2017.

All of our schools received an overall rating of "Good" or above on the facility inspection tool used by OUHSD.

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	
Actions/Services	<p>PLANNED Technology replacement and repair</p>	<p>ACTUAL Contracted for WAN/LAN support, implemented a server consolidation/network clean-up project, replaced outdated fiber and cabling, employed 2.4 FTE computer techs, funded current licensing and support for software and equipment and purchased switches, wireless access points, 350 classroom Chromebooks, workstation replacement computers and other miscellaneous supplies.</p>
Expenditures	<p>BUDGETED Objects 2900, 3000, 4300, 5600, 5800 Lottery \$391,000</p>	<p>ESTIMATED ACTUAL Salaries and benefits, supplies, contracted services, equipment LCFF \$431,000 Lottery \$510,000 California Career Pathways Trust \$2,000 Career Technical Education Incentive Career Grant \$15,000 Title I \$60,000</p>

Action	2	
Actions/Services	<p>PLANNED Professional Development for all staff, including TCIP, Administration Training, PLC, CCSS</p>	<p>ACTUAL Training for beginning teachers and administrators. Training provided on Professional Learning Communities, Common Core State Standards, Universal Design for Learning, Multi-tiered Support Systems, Google classrooms, and formative assessments. Also provided release time for teachers to collaborate.</p>
Expenditures	<p>BUDGETED Objects 1100, 3000, 5200 Title I \$142,000</p>	<p>ESTIMATED ACTUAL Salaries and benefits, supplies, other operating expenses (registrations, meals, hotel, mileage parking) Title I \$52,000 Title II \$79,000 State Systemic Improvement Grant \$5,000</p>

Action	3	
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Actions/Services	PLANNED Intervention for 5th Year seniors (SPED & Foster Youth only)	ACTUAL Offered intervention for 5th year seniors (SPED & Foster Youth only)
	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action **4**

Actions/Services	PLANNED NWEA MAP assessment for high school readiness and intervention needs. Use MAP scores to appropriately place students in math and reading courses.	ACTUAL Purchased NWEA Map assessment software and used it to assess high school readiness, intervention needs, and appropriate placement in math courses.
	BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$21,000	ESTIMATED ACTUAL Contracted services Supplemental and Concentration \$17,000

Action **5**

Actions/Services	PLANNED Maintain/expand library services, purchase books & Follett Software	ACTUAL Staffed school libraries with one full-time Librarian and one Library Aide. Purchased books and Follett software licenses.
	BUDGETED Objects 1200, 2200, 3000, 4300, 5800 Supplemental and Concentration \$124,000	ESTIMATED ACTUAL Salaries and benefits, books, contracted services Supplemental and Concentration \$119,000

Action **6**

Actions/Services	PLANNED Supplemental Support Services- increase library hours by 60 hours per year; addition of a 3.5 hour Para-Educator to assist with math and English instruction at PHS and provide tutoring in math and ELA after school at both OHS and LPHS.	ACTUAL Expanded library hours for access by students and provided tutoring in ELA and/or math after school at LPHS and OHS.
	BUDGETED Objects 5750, 5800 Title I \$62,000	ESTIMATED ACTUAL Salaries and benefits Title I \$5,000

Action **7**

Actions/Services	PLANNED Staff two 7 hour per day Supplemental Education Technician positions	ACTUAL Staffed two 7 hour per day Supplemental Education Technician positions
	BUDGETED Objects 2400, 3000 Supplemental and Concentration \$82,000	ESTIMATED ACTUAL Salaries and Benefits Supplemental and Concentration 84,000

Action **8**

Actions/Services	PLANNED Outreach for foster youth by School Social Worker in collaboration with the BCOE School Ties program	ACTUAL Outreach for foster youth was provided by the Director of Education and other school staff.
Expenditures	BUDGETED 4000-4999: Books And Supplies Title I \$2,000	ESTIMATED ACTUAL No Cost

Action **9**

Actions/Services	PLANNED Consultation periods 4 days per week	ACTUAL Provided consultation periods 4 days per week for students to meet with teachers for assistance.
Expenditures	BUDGETED	ESTIMATED ACTUAL No Cost

Action **10**

Actions/Services	PLANNED Intervention Coordinator (2 sections)	ACTUAL Intervention Coordinator (2 sections). In addition, Oroville High School added a section for a teacher to direct targeted interventions for students in need. For 2017-2018, the schools sites want to redirect the financial resources used to support Intervention Coordinator positions at both comprehensive highs schools and focus on first instruction and tutoring.
Expenditures	BUDGETED Objects 1100, 3000 Supplemental and Concentration \$41,000	ESTIMATED ACTUAL Salaries and benefits Supplemental and Concentration \$41,000 Title I \$14,000

Action **11**

Actions/Services	PLANNED Tutorial Support (push-in) support for SPED students Differentiation of instruction for diverse learners	ACTUAL Provided 32 sections of tutorial and push-in support for SPED students
Expenditures	BUDGETED Objects 1100, 3000 LCFF \$607,000	ESTIMATED ACTUAL Salaries and benefits Special Education \$665,000

Action **12**

Actions/Services	PLANNED English Learner Coordinator - 20% (1 section)	ACTUAL English Learner Coordinator (1 section)
Expenditures	BUDGETED Objects 1100, 3000 Supplemental and Concentration \$23,000	ESTIMATED ACTUAL Salaries and benefits Supplemental and Concentration \$23,000

Action 13

Actions/Services	PLANNED ELD instruction.	ACTUAL Provided 8 sections of ELD instruction.
Expenditures	BUDGETED Objects 1100, 3000 Supplemental and Concentration \$192,000	ESTIMATED ACTUAL Salaries and benefits Supplemental and Concentration \$204,000

Action 14

Actions/Services	PLANNED Credit Recovery/Summer School through Oroville Adult Education	ACTUAL Credit recovery provided by Oroville Adult Education through night classes and summer school
Expenditures	BUDGETED 5700-5799: Transfers Of Direct Costs Title I \$44,000	ESTIMATED ACTUAL Salaries and benefits Supplemental and Concentration \$43,000

Action 15

Actions/Services	PLANNED Extended instructional hours from 15/week to 30/week at PHS	ACTUAL Extended instructional hours for 15 hours per week to 30 hours per week
Expenditures	BUDGETED Objects 1100, 1300, 2200, 2400, 3000, 4200, 4300, 5200, 5600, 5800 Supplemental and Concentration \$473,000	ESTIMATED ACTUAL Salaries and benefits, supplies, services and other operating expenses Supplemental and Concentration \$502,000

Action 16

Actions/Services	PLANNED 2 part-time Bilingual Para-Educators- 1 each at LP and OHS	ACTUAL 1 part-time Bilingual para-educator was provided to LPHS.
Expenditures	BUDGETED Objects 2000, 3000 Supplemental and Concentration \$17,000	ESTIMATED ACTUAL Salaries and benefits Supplemental and Concentration \$26,000

Action 17

Actions/Services	PLANNED Math and English Interventions	ACTUAL 28 sections of math and English intervention classes were offered
Expenditures	BUDGETED Objects 1000,3000 \$530,000	ESTIMATED ACTUAL Salaries and benefits Supplemental and Concentration \$357,000

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 District accomplished many of our priorities for the 2016-2017 school year. In the area of technology replacement and repair, we performed maintenance and repairs on both the Local Area Network (LAN) and Wide Area Network (WAN). We updated licenses, repaired network switches, and repaired or added WiFi access points throughout the district. We also funded 2.4 FTE Computer Technicians. We allocated funds to each site to update or purchase technology. The District provided many professional development opportunities to staff and teachers during the 2016-2017 school year. All teachers and administrators attended a countywide technology training at the beginning of the school year. Teachers led Google training after school to teach their colleagues how to use Google Docs, Google forms and Google Quizzes in their classrooms. The District had 10 teachers participate in a Teacher Induction program through either the Sutter County Superintendent of Schools or Tehama County Office of Education. The District offers an option of a 5th year to special education students and homeless and foster youth. The District uses a MAP assessment for incoming ninth graders as a universal screener to assist in ELA and math course placement. MAP is also used in math as a placement test in accordance with OUHSD Board Policy. During the 2016-2017 school year, we maintained library services and purchased Follett Software to assist in library operations. The District also extended library hours from 3:15 p.m. to 6:30 p.m. one day per week at both LPHS and OHS. The District recruited for a 3.5 hour aide at PHS but had no applicants. We used the funds to contract with a Behavioral Specialist at Community Day School. The District maintained one Supplemental Education Technician at both LPHS and OHS, whose primary responsibility is coordinating testing and tracking truant students. Both comprehensive high schools have consultation periods four days per week. The District funded an Intervention Coordinator at both LPHS and OHS. We had a District English Learner Coordinator and an ELD program at all district schools. The 8 ELD sections are limited to English Language Learners and offer these students additional instruction beyond that of their regular English courses. The ELD courses provide targeted instruction aligned with best instructional practice for English Language development. It is a service provide specifically to ELL's above and beyond their regular program. The District contracted with Oroville Adult Education to provide credit recovery and summer session for district students.

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

Due to the reliance on technology in daily operations for both students and staff, addressing the speed and efficiency of the network as well as updating software licenses aligns with the district's goals in LCAP. Our District has increased technology implementation and has been successful in increasing accessibility to technology by both students and staff. Most of the actions and services we chose to offer students in the area of technology during the 2016-2017 school year were effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 (Technology Replacement and Repair) - the District committed more one-time resources to investment in technology than had been anticipated when the LCAP was prepared last year. Multiple servers were being maintained throughout the district with no documentation as to what each server was used for. The priority this year was to consolidate most of these servers into one virtual server and develop documentation for the district's network to ease management of the network in the event of staff turnover. The District contracted with the Butte County Office of Education for this project. In addition, the district replaced aging network electronic equipment that was beginning to fail. The District is contracting for a fiber and cabling replacement project to fortify the network backbone and increase network speed.

Action 6 (Addition of Para-Educator) - The district attempted to hire a 3.5 hour per day Para-Educator to assist with math and ELA instruction at PHS but was not successful as no applications were received for the opening.

Action 16 (Bilingual Para-Educators) - OHS determined that a Bilingual Para-Educator was not needed at that site as the number of English Learners on campus has declined and current English Learners possess a higher level of understanding of the English language.

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 District added to the goal by reviewing our cabling throughout the district during Spring 2017. The District is planning to update the fiber cabling in strategic areas at all schools in the district during the 2017-2018 school year. We were unable to hire a District Social Worker for the entire school year and had to use community agencies to augment services for students. LPHS and OHS want to target first instruction during the 2017-2018 school year and reduce the need for multiple sections of intervention. This focus on intervention during first instruction led us to elect not to fund an Intervention Coordinator at either school.

Annual Update

LCAP Year Reviewed: 2016-17

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

Safe and Nurturing Environment for All Students

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase feeling of safety as measured by California Healthy Kids Survey. Reduce suspension rates by 2% and expulsion rates by 2%. Increase opportunities for students to be involved in a variety of extra-curricular or co-curricular activities. Increase attendance rates at the comprehensive high schools (from LPHS at 94.28% and OHS at 94.92%) to 95%. Increase attendance rates in alternative and special education programs from 83.92% to 85%. Decrease chronic absenteeism from 8.9% (2015/2016) to 6.9% (2016/2017) by focusing on the barriers to attending school and reducing period absences. Decrease dropout rates from 4% to 3%. Decrease the overall suspension rate from 12.8% to 10% with a focus on subgroups showing disproportionately high rates. Increase graduation rates by 1% at each site (OHS-94.3%, LPHS- 90% and Prospect-87%). Students will be engaged in learning as reflected by the increase in graduation rates. All students will have access to all courses regardless of special status or circumstance, as demonstrated in the master schedule. The District will improve parent and family connectivity by providing opportunities, including parents of unduplicated students, to participate in school activities by 1% as measured by sign-in sheets at school events and meetings. The District will post videos of meetings on the website for parents unable to attend meetings. The District will increase student performance in ELA and math as measured by the California Assessment of Student Performance and Progress (CAASPP). In 14/15, 49.6% of district students scored at or above proficient in ELA. In 14/15, 19.7% of OUHSD students scored at or above proficient in math. Our goal is to

ACTUAL

The District administered the California Healthy Kids Survey to 9th and 11th graders throughout the district in Spring 2014 and Spring 2016. WestEd compiled a School Climate Report Card based on student responses from the survey. The OUHSD School Climate Index decreased by 37 points from Spring 2014 to Spring 2016. School connectedness was an area that decreased by 63 points from Spring 2014 to Spring 2016. The District increased extra-curricular opportunities for students during the 2016-2017 school year by adding swim team, junior varsity soccer teams, as well as adding coaches to the varsity softball and baseball teams. The District reduced chronic absenteeism by 1% from the 2014-2015 school year to the 2015-2016 school year. In 2015-2016, the District's graduation rate for all students improved by 1.9% to 94.7% from the previous year. Graduation rates for special education students decreased from 72.7% to 70%. The goal for attendance at both comprehensive high schools is 95%. During the 2015-2016 school year, LPHS' average attendance was 94.01% and OHS' average attendance was 94.73%, which is a decrease of 0.23%. The average attendance for Prospect High School in 2015-2016 was 82.71%, which was a decrease of 1.21% from the prior year.

increase ELA proficiency as measured by a score of 3 on CAASPP ELA (from 41% to 42% with 3 or above) and increase math proficiency as measured by a score of 3 on CAASPP Math (from 13% to 15%).

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		
Actions/Services	<p>PLANNED Actively pursue family involvement (incl. mobile app, web hosting, auto-dialer)</p>	<p>ACTUAL Actively pursued family involvement. Our mobile app, website and auto dialer assisted in this endeavor.</p>
Expenditures	<p>BUDGETED Objects 1900, 3000, 4300, 5800, 5900 Title I \$27,000</p>	<p>ESTIMATED ACTUAL Contracted services Supplemental and Concentration \$9,000 Lottery \$7,000</p>
Action 2		
Actions/Services	<p>PLANNED The California Healthy Kids Survey will be used to guide schools in improving school culture.</p>	<p>ACTUAL The California Healthy Kids Survey was given this year and results were reviewed.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL No Cost</p>
Action 3		
Actions/Services	<p>PLANNED Student Mediation/Conflict Resolution/Anti-Bully assembly</p>	<p>ACTUAL Student mediation, conflict resolution, and counseling on bullying was performed by school staff for specific situations.</p>
Expenditures	<p>BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,000</p>	<p>ESTIMATED ACTUAL No Cost.</p>
Action 4		
Actions/Services	<p>PLANNED Improve Attendance (incentives, SAART, transportation, Saturday School, contract with BCOE for assistance with</p>	<p>ACTUAL The district provided incentives for perfect attendance, ran a robust transportation program to remove barriers for students</p>

Expenditures	getting truants to school). Reduce chronic absenteeism from 8.9% to 6.9%.	in getting to school, and provided Saturday School opportunities for students to make up absences.
	<p>BUDGETED Objects 1100, 2200, 2300, 2400, 2900, 3000, 4300, 5200, 5700, 5800, 6400 Supplemental and Concentration \$193,000</p>	<p>ESTIMATED ACTUAL Salaries and benefits, supplies, contracted services and other operating costs and equipment Supplemental and Concentration \$240,000 Low Emissions Bus Grant \$100,000</p>

Action **5**

Expenditures	<p>PLANNED Provide nutritious meals (breakfast and lunch)</p>	<p>ACTUAL Provided nutritious meals throughout the year. Purchased and installed a smoker to smoke meats to use as an entrée or an ingredient for salads and sandwiches, which have been popular additions to the menu.</p>
	<p>BUDGETED Federal, State & Local Child Nutrition Funds and LCFF S&C Fund 13, Objects 2200, 2300, 2400, 3000, 4300, 4400, 4700, 5200, 5300, 5600, 5750, 5800, 5900, 7350 Supplemental and Concentration \$1,009,000</p>	<p>ESTIMATED ACTUAL Salaries and benefits, food and supplies, contracted services and other operating costs, indirect costs Federal, State & Local Child Nutrition Funds \$911,000 Supplemental and Concentration \$99,000</p>

Action **6**

Expenditures	<p>PLANNED Student support services (Psych, Social Worker, Nurse, Speech Therapist)</p>	<p>ACTUAL Provided support services to students. Contracted for a Behavior Specialist, nursing services and speech therapy. Employed 1.8 FTE Psychologists.</p>
	<p>BUDGETED Objects 1200, 3000, 4300, 5200, 5800 Supplemental and Concentration \$412,000</p>	<p>ESTIMATED ACTUAL Salaries and benefits, supplies, contracted services and other operating expenditures Special Education \$270,000 Supplemental and Concentration \$70,000</p>

Action **7**

Expenditures	<p>PLANNED Extra-Curricular and Co-Curricular Activities (Athletic Director sections, coaching, equipment reconditioning/replacement, cost of travel, drug testing for athletes, advisor stipends, fuel/maintenance of vehicles)</p>	<p>ACTUAL Extra-curricular and co-curricular activities (Athletic Director sections, coaching stipends, equipment reconditioning/replacement, travel, drug testing for athletes, advisor stipends, fuel/maintenance of vehicles.</p>
	<p>BUDGETED Objects 1100, 2900, 3000, 4300, 5200, 5600, 5710, 5800 Supplemental and Concentration \$592,000</p>	<p>ESTIMATED ACTUAL Salaries and benefits, supplies, contracted services and other operating costs Supplemental and Concentration \$536,000</p>

	Lottery \$116,000
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Action **8**

Actions/Services	PLANNED Student social media training	ACTUAL Student social media training provided by school staff.
Expenditures	BUDGETED	ESTIMATED ACTUAL No Cost.

Action **9**

Actions/Services	PLANNED Student mediation/conflict resolution supports	ACTUAL Student mediation and conflict resolution supports provided by school staff.
Expenditures	BUDGETED	ESTIMATED ACTUAL No Cost.

Action **10**

Actions/Services	PLANNED SRO/SRD and Campus Supervisors	ACTUAL Contracted for school resource officers from the Butte County Sheriff's Office and the Oroville Police Department. Employed 6.47 FTE Campus Supervisors/Universal Workers for campus security. Also paid certificated staff extra-time for supervision at sporting events.
Expenditures	BUDGETED Objects 2900, 3000, 5800 Supplemental and Concentration \$328,000	ESTIMATED ACTUAL Salaries and benefits, contracted services Supplemental and Concentration \$336,000

Action **11**

Actions/Services	PLANNED In-School Suspension Program	ACTUAL Ran an In-School Suspension program to improve attendance.
Expenditures	BUDGETED Objects 1100, 3000, 4300 Supplemental and Concentration \$117,000	ESTIMATED ACTUAL Salaries and benefits, supplies Supplemental and Concentration \$127,000

Action **12**

Actions/Services	PLANNED Safe and clean facilities	ACTUAL Maintained safe and clean facilities
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Expenditures	BUDGETED Objects 2200, 2300, 3000, 4300, 5200, 5600, 5800, 5900 \$2,262,000	ESTIMATED ACTUAL Salaries and benefits, supplies, contracted services and other operating costs, equipment LCFF \$2,151,000
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Action **13**

Actions/Services	PLANNED Upgrade or repair safety communication devices	ACTUAL Upgraded or repaired radios. Upgraded security camera systems at LPHS, OHS and PHS.
Expenditures	BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration \$7,000	ESTIMATED ACTUAL Supplies Supplemental and Concentration \$34,000

Action **14**

Actions/Services	PLANNED Participation in the RISE program through CSU, Chico that will provide co-teachers to both LPHS and OHS at no cost to the district.	ACTUAL Participated in the RISE program with Chico State that incorporates training college students through a co-teaching model. 11 RISE teachers were provided to the district.
Expenditures	BUDGETED	ESTIMATED ACTUAL No Cost

Action **15**

Actions/Services	PLANNED Collaboration with Butte College to improve student achievement at the post-secondary level for district graduates. The District and Butte College are working on offering dual enrollment courses to high school students.	ACTUAL Collaborated with Butte College to improve student achievement at the post-secondary level.
Expenditures	BUDGETED	ESTIMATED ACTUAL No Cost

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 District implemented all of the Actions and Services in Goal 2, except the following: 1) we were unable to hire a full-time Social Worker; 2) we did not do a social media training with students; and 3) we did not do a student mediation/conflict resolution assembly.

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

The District used the California Healthy Kids Survey to develop a School Climate Report Card in collaboration with WestED. The School Climate Report Card shows that the district needs to target school connectedness, increase high expectations and caring relationships, and provide services to students that lack chronic sadness/hopelessness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3 (Anti-bullying assembly) - the District was unable to find a new training opportunity that differed from trainings that the students had already participated in.
 Action 4 (Improve Attendance) - upon assessing the contracted services for truancy assistance in the prior year, it was determined that the services could be provided more efficiently in-house. The district purchased two passenger vehicles to transport students/athletes. A new bus was also purchased, which was partially financed with a Low Emissions Bus Grant.
 Action 6 (Student Support Services) - the District did not hire a Social Worker as it was still negotiating responsibilities, work year and salary schedule placement with the certificated bargaining unit. The district did add the services of a contracted Behavior Specialist as an additional support for students.
 Action 7 (Extra-curricular and Co-Curricular activities) - a combined swim team was reinstated this year. Expenditures for this team included a coaching stipend, swim equipment and pool rental. Four Assistant Coach stipends were added to the baseball and softball teams.
 Action 12 (Safe and Clean Facilities) - additional expenditures include the purchase of a maintenance van, a mower and a gator. Facilities projects include a new roofing project at LPHS, cleaning of the Harrison Stadium track, and the addition of gates and barriers for the OHS student parking lot.
 Action 13 (Upgrade/repair safety devices) - upgraded security camera systems at LPHS, OHS and PHS.

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.

OUHSD will administer the California Healthy Kids Survey in the Fall 2017. We currently have a contract with the Oroville Police Department to provide a School Resource Officer at Oroville, Prospect High and Community Day School. Oroville Police has told us that they will not be able to provide that service at this time for the 2017-2018 school year. We also have a contract with the Butte County Sheriff's Office to provide a part-time School Resource Deputy at Las Plumas High School. For the 2017-2018, the District is exploring the possibility of contracting with the Butte County Sheriff's Office to provide a full-time School Resource Deputy for the entire district. The District hired a Behavioral Specialist at Community Day School this school year to attempt to mitigate behavioral issues. We will continue to have a Behavioral Specialist at Community Day School for the 2017-2018 school year.

Annual Update

LCAP Year Reviewed: 2016-17

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

Prepare Students to be Critical Thinkers in the 21st Century

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Meet all AYP criteria (in 14-15 school year, district met all 11 AYP criteria). Increase the number of students taking Advanced Placement exams by 1% (in 13/14, 135 exams were taken) Increase the number of students scoring a "3" or better on the Advanced Placement exams by 2% (in 13/14, 86 students scored a "3" or better). Increase number of students taking the SAT by 1% (in 13/14, 131 students took the SAT) and increase number of students scoring 1500 or better on SAT by 1% (in 13/14, 41.22% of SAT takers scored above 1500). Increase number of students fulfilling A-G requirements by 2% (in 13/14, OHS-22.1% and LPHS-16.9%). Increase the number of students earning a high school diploma and completing a CTE pathway by 1% (in 14/15 OHS-76% and LPHS-95%). Increase students identified as English Learners will continue to reclassify to Fluent English Proficient at current rate (25% of total population per year). EL students will continue to meet or exceed California's growth target. In 14/15, 60.7% of District students exceeded the growth target of 60.5%. EL students will exceed California's target rate of students attaining proficiency in English. In 14/15, 53.0% of District students exceeded California's proficiency attainment target of 50.9%. Decrease the number of students requiring lower level math courses. Increase the number of students being placed in higher level math courses.

ACTUAL

On the Spring 2017 California School Dashboard, OUHSD had a District graduation rate of 94.7% for all students. On the Spring 2017 California School Dashboard, OUHSD had a 96.7% in English Learner Progress. The District is working to improve the number of students that complete A-G requirements, take and score an Advanced Placement Exam with a score of 3,4 or 5. The District is working to improve the number of students that complete a CTE pathway. During the 2014-2015 school year, 19.3% of all students in the District completed A-G requirements, During the 2014-2015 school year, 163,students took and AP exam, an increase of .8% from the prior year. Of the students that took an Advanced Placement Examination, three students scored a "5," twenty-eight students scored a "4," and sixty students scored a "3," which is 56% of the students taking an AP exam. During the 2015-2016 school year, OUHSD had 124 students complete a Career and Technical Education (CTE) pathway. During the 2015-2016 school year, 41% of our 11th grade students met or exceeded standards on the State Math assessment (CASSP) . During the 2015-2016 school year, 13% of our 11th grade students met or exceeded standards on the State ELA assessment (CASSP) .

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	
Actions/Services	<p>PLANNED Provide CTE Courses (incl. CTE courses for SPED students) that consist of career pathways with at least a 2 course sequence that prepare students for high skill and/or high wage careers.</p>	<p>ACTUAL Provided CTE courses (including CTE courses for SPED students) that consist of career pathways with at least a two course sequence that prepare students for skill and/or high wage careers. The District received a Career Technical Education Incentive Career grant to augment the CTE program. This grant will be phased out over a three year period. The District also received Career Pathways Trust Grant funds which were expended in the LPHS and OHS ITECH and the LPHS Ag Mechanics programs. Federal funds were received through the Vocational Education Act that were spent across all career pathway programs at the two comprehensive high schools.</p>
Expenditures	<p>BUDGETED Objects 1100, 3000 LCFF \$1,090,000</p>	<p>ESTIMATED ACTUAL Salaries and benefits, supplies and small equipment, services and other operating costs, indirect costs LCFF \$1,026,000 Special Education \$34,000 Career Technical Education Incentive Grant \$653,000 Career Pathways Trust Grant \$107,000 Carl D. Perkins Career and Technical Education \$86,000</p>
Action	2	
Actions/Services	<p>PLANNED Additional CTE section budget allocation</p>	<p>ACTUAL Additional CTE section budget allocation (\$700 per section)</p>
Expenditures	<p>BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration \$54,000</p>	<p>ESTIMATED ACTUAL Supplies and small equipment Supplemental and Concentration \$42,000</p>
Action	3	
Actions/Services	<p>PLANNED Create/link industry certifications for CTE pathways</p>	<p>ACTUAL Researched the possibility of creating/linking industry certification for CTE pathways</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL No Cost</p>

Action **4**

Actions/Services	PLANNED Revise courses to meet A-G Requirements	ACTUAL Revised courses to meet A-G requirements
Expenditures	BUDGETED	ESTIMATED ACTUAL No Cost

Action **5**

Actions/Services	PLANNED Evaluate course offerings to determine needs for additional AP Courses. Add/reduce courses as appropriate.	ACTUAL Evaluated course offerings to determine needs for additional AP courses.
Expenditures	BUDGETED Objects 1100, 3000 Title II \$10,000	ESTIMATED ACTUAL No Cost

Action **6**

Actions/Services	PLANNED Evaluate and plan for increasing staff and student technology proficiency.	ACTUAL Evaluated and planned for increasing staff and student technology proficiency. The District started off the school year by sending all certificated and administrative staff to the CUE conference provided by the Chico Unified School District where training was provided on using the Google platform in the classroom. This was followed up by providing a series of staff-led trainings on the same subject. Staff were compensated for attending these trainings.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL Salaries and benefits, contracted services Title I \$23,000

Action **7**

Actions/Services	PLANNED Purchase CCSS Curriculum (agriculture classes, chemistry, math, physical science and others as needed)	ACTUAL Purchased books/materials for Health and Statistics courses
Expenditures	BUDGETED 4000-4999: Books And Supplies One Time Reserves \$200,000	ESTIMATED ACTUAL Books and instructional materials LCFF \$16,000

Action **8**

Actions/Services	PLANNED Academic counseling (A-G with freshmen, 4 year planning, FAFSA, college awareness)	ACTUAL The district staffed the counseling offices with 6.4 FTE counselors and supporting clerical staff.
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Expenditures	BUDGETED Objects 1200, 2400, 3000 Supplemental and Concentration \$911,000	ESTIMATED ACTUAL Supplemental and Concentration \$910,000
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Action **9**

Actions/Services	PLANNED Outreach for 8th graders to support transition to high school in CTE, A-G, extra/co-curricular activities	ACTUAL 8th graders at all feeder schools were invited to the comprehensive high schools where they were given tours to expose them to the classes, programs and extra/co-curricular opportunities that the high schools offer. The District provided buses to transport the 8th graders..
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Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL Travel College Readiness Block Grant \$1,000
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Action **10**

Actions/Services	PLANNED Create webcasts for website to share Information about CTE, athletics, counseling services, A-G options, etc.	ACTUAL Webcasts were not created.
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Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost
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Action **11**

Actions/Services	PLANNED College tours/activity coordination	ACTUAL Students were transported to Butte College to participate in the Reg-to-Go process. A College Fair was organized by the district's counselors in September to expose students to various college opportunities. OHS took 40 students on a tour CSU, Chico.
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Expenditures	BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$12,000	ESTIMATED ACTUAL \$5,000
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Action **12**

Actions/Services	PLANNED Implement four-year academic plans for all students beginning with the class of 2020.	ACTUAL Four year academic plans were not implemented for the class of 2020. Planning for implementation still in process.
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Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost
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Action **13**

Actions/Services	<p>PLANNED Be more involved in economic development in the community and developing community and business partnerships.</p>	<p>ACTUAL The Superintendent is a board member of the Oroville Area Chamber of Commerce and the Oroville Economic Association.</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>

Action **14**

Actions/Services	<p>PLANNED College Connection Program - 30 students enrolled</p>	<p>ACTUAL 28 students participated in the College Connection program. In this program, students attend school at Butte College where they are supervised by a District teacher and earn both high school and college credits.</p>
Expenditures	<p>BUDGETED Objects 1100, 3000, 4200, 4300, 5200, 5800, 5900 Supplemental and Concentration \$144,000</p>	<p>ESTIMATED ACTUAL Salaries and benefits, books and supplies, contracted services and travel Supplemental and Concentration \$140,000</p>

Action **15**

Actions/Services	<p>PLANNED Review ELD reclassification process due to the suspension of CAHSEE. Celebrate students and family with a reclassification ceremony at the end of the school year.</p>	<p>ACTUAL</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The District was unable to put together webcasts to get information out to stakeholders. We are working on revising all CTE pathways and the CTE course sequences. Butte County Office of Education decided to discontinue their Regional Occupational Program (ROP) at the end of the 2015-2016 school year. OUHSD absorbed the 17 sections of ROP courses that used to be funded by BCOE. Two sections of ROP funded Medical Occupations and two sections ROP funded Digital Photo were not picked up by OUHSD for the 2016-2017 school year. The District used the Career Technical Education Incentive Grant (CTEIG) to fund the 17 sections of the former ROP courses for the 2016-2017 school year. The District also increased CTE site budgets by \$54,000. The District also reviewed and revised numerous A-G courses, held a College and Career Fair, increased outreach to incoming ninth graders and their parents, and conducted numerous

college tours. The District also continued the College Connection program with 28 students. The District Superintendent is a member of the Oroville Area Chamber of Commerce Board and the Oroville Economic Association Board. The District did not implement webcasts to share information about district and school activities, did not purchase all of the Common Core State Standards curriculum we planned to do in 2016-2017, did not create link learning or mandate four-year plans for incoming ninth graders.

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

The District did a very good job of implementing most of the actions and services aligned to Goal 3 during the 2016-2017 school year. The plan is to develop more refined CTE pathways with industry certifications, have counselors develop four-year plans with incoming ninth graders and their parents, and continue to review and revise course offerings to reflect student needs and job market needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 (Provide CTE) - Included grant expenses in the Vocational Education Act, Career Pathways and the Career Technical Education Incentive grants. Expenditures for these grants were not included in the original LCAP.
Action 7 (Instructional Materials) - Due to the slow roll-out of new instructional materials that comply with the Common Core State Standards, fewer materials were replaced than had been anticipated.
Action 10 (Webcasts) - The plan to use students to create webcasts for the district website to encourage parent involvement was not finalized before the school year ended.
Action 12 (Academic Plans) - Planning for the creation of four-year academic plans for current freshmen was not finalized before the school year ended. The district is still pursuing this benefit for the students.

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

After reviewing all of the actions and services listed under this goal, stakeholders believe we should keep those goals for another year and continue to address Actions 3,4,5,6,7,8,10 and 12 during the 2017-2018 school year.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

OUHSD scheduled two public stakeholder meetings to provide input on the LCAP and review the data. The two public meetings were held March 29, 2017, in the LPHS library and April 6, 2017, at the Oroville Adult School. The OUHSD Board held a Public Hearing on April 25, 2017, in the Las Plumas Multi-Purpose room to discuss the current grade configuration of both comprehensive high schools and sought public input on how to improve instruction for high school students in Oroville. There were approximately 200 people in attendance.

The Superintendent met with the Las Plumas High Associated Student Body class on March 24, 2017, the Oroville High Associated Student Body class on March 21, 2017, and Prospect High leadership students on March 31, 2017, to seek input from the students on LCAP goals. OUHSD presented a draft of the LCAP snapshot to the Oroville Secondary Teachers Association's (OSTA) negotiation team on March 27, 2017, and May 3, 2017, and to the CSEA Feather River Chapter #342 negotiation's team on April 14, 2017, and June 5, 2017.

District English Language Advisory Committee (DELAC) was scheduled with parents of English Learners on May, 18, 2017, to review the proposed LCAP and gather their feedback and input. No one attended the meeting.

Superintendent Advisory Council met on May 31, 2017, to review the draft LCAP document. The Superintendent's Advisory Council is a group of parents and community members that gives input and guidance to the Superintendent. Each school is asked for names of parents to join the Superintendent Advisory Council. The Superintendent also asks community members to join his group as well. This group reviewed the 2017-2018 LCAP and gave feedback to the Superintendent.

The LCAP was discussed with bargaining groups throughout the negotiations process at several points throughout the school year. Drafts of the LCAP were posted on the District's website for stakeholder review. All stakeholder groups were asked to provide input regarding the LCAP at LCAP@ouhsd.org.

Stakeholders invited to these meetings included Superintendent Advisory Council, DELAC, students, instructional staff, support staff, bargaining units and representatives from the Board. Information provided included a review of student performance on a variety of academic measures, attendance, discipline, course data and student completion information.

In addition to formal stakeholder meetings, district administration met with student groups during the school day at each school to gather their feedback. Discussion of the annual review occurred at the March 29th, April 6th and April 25th stakeholder meetings, as described above.

IMPACT ON LCAP AND ANNUAL UPDATE

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

As a result of the stakeholder meetings and discussion, the district maintained the three overarching goals and priorities within each goal. We received input from stakeholders regarding the following concerns during this year's LCAP process (in no particular order):

1. there is not enough assistance being given to incoming ninth graders and their parents in developing a four year plan for high school.
2. the need to maintain School Resource Officers at all schools.
3. making interventions available to students.
4. the District should have informational meetings before counselors go out to the middle schools.
5. information on the website would be helpful for parents that are not available for evening meetings.
6. improving student performance on the CAASP especially in the area of math should be a priority.
7. reviewing the 9th grade requirements and exploring ways to increase opportunities for students to participate in music, Spanish and CTE courses.
8. address social-emotional issues with students by providing social worker services and increased counseling services.
9. present school information and provide workshops for parents of high school aged children at the Hmong Cultural Center, Boys and Girls Club and African American Cultural Center.

Interventions available for students will continue to be refined and provided for students in all areas of their needs. An increase in opportunities will be made available for students to make-up credits or improve upon academic skills.

Input from the stakeholders drove the amendments made to the 2017-2018 LCAP. Amendments included continued focus on identified goals to focus actions on those key areas. After reviewing the data in the areas of attendance, graduation rates, academic performance data (AP tests, CAASP data) and the number of students completing A-G requirements, it was determined that the District should focus on assisting students to develop a four-year high school plan when they enter the Oroville Union High School District as ninth graders and to focus priorities on instruction in the classroom.

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.

New
 Modified
 Unchanged

Goal 1

Quality Educational Experiences for All Students

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

During the 2016-2017 school year, 100% of all OUHSD schools were in good repair as indicated in the DC Carroll Safety Inspection conducted during the Fall 2016. During the 2016-2017 school year, 100% of all teachers were appropriately assigned and credentialed. The District has two Supplemental Education Technicians that are responsible for monitoring chronic absenteeism, administering and tracking CASSP data, and administering and tracking MAP data. OUHSD will be working to develop good first instruction in all classes, since quality teachers and instruction in the classroom has the highest effect size on student achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/ Facilities in good repair	OUHSD will continue to have 100% of their schools in good repair as mandated by Williams Act requirements.	OUHSD will continue to have 100% of their schools in good repair as mandated by Williams Act requirements.	OUHSD will continue to have 100% of their schools in good repair as mandated by Williams Act requirements.	OUHSD will continue to have 100% of their schools in good repair as mandated by Williams Act requirements.
	OUHSD will continue to have 100% of their schools in good repair as mandated by Williams Act requirements.	OUHSD will continue to have 100% of their schools in good repair as mandated by Williams Act requirements.	The District will use a needs assessment to gather data on the areas of PD needs	The District will use a needs assessment to gather data on the areas of PD needs
Priority 1: Local Indicator/Teacher credential	100% of district teachers and staff are appropriately assigned and credentialed	100% of district teachers and staff are appropriately assigned and credentialed.	100% of district teachers and staff are appropriately assigned and credentialed.	100% of district teachers and staff are appropriately assigned and credentialed.
Priority 1: Local Indicator/ Instructional materials	100% of classrooms will have sufficient instructional materials	100% of classrooms will have sufficient instructional materials	100% of classrooms will have sufficient instructional materials	100% of classrooms will have sufficient instructional materials

	as mandated by Williams Act requirements.	as mandated by Williams Act requirements.	as mandated by Williams Act requirements.	as mandated by Williams Act requirements.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	All core academic classes will provide instruction with lessons that infuse the Common Core State Standards in order to increase student achievement, as measured by administrative walk-throughs. The District has been using a consultant to train administrators in recognizing Common Core instruction and has been going on walk-throughs with Principals and Assistant Principals at each school.	All core academic classes will provide instruction with lessons that infuse the Common Core State Standards in order to increase student achievement, as measured by administrative walk-throughs. The District has been using a consultant to train administrators in recognizing Common Core instruction and has been going on walk-throughs with Principals and Assistant Principals at each school.	All core academic classes will provide instruction with lessons that infuse the Common Core State Standards in order to increase student achievement, as measured by administrative walk-throughs. The District has been using a consultant to train administrators in recognizing Common Core instruction and has been going on walk-throughs with Principals and Assistant Principals at each school.	All core academic classes will provide instruction with lessons that infuse the Common Core State Standards in order to increase student achievement, as measured by administrative walk-throughs. The District has been using a consultant to train administrators in recognizing Common Core instruction and has been going on walk-throughs with Principals and Assistant Principals at each school.
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	All students will have access to courses with their general education peers, regardless of English language fluency, foster youth/homelessness status or disability, as demonstrated in the master schedule.	All students will have access to courses with their general education peers, regardless of English language fluency, foster youth/homelessness status or disability, as demonstrated in the master schedule.	All students will have access to courses with their general education peers, regardless of English language fluency, foster youth/homelessness status or disability, as demonstrated in the master schedule.	All students will have access to courses with their general education peers, regardless of English language fluency, foster youth/homelessness status or disability, as demonstrated in the master schedule.

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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Technology replacement and repair

2018-19

New Modified Unchanged

Technology replacement and repair

2019-20

New Modified Unchanged

Technology replacement and repair

BUDGETED EXPENDITURES

2017-18

Amount	\$292,087
Source	Lottery
Budget Reference	Salaries and benefits, supplies, contracted services
Amount	\$103,456
Source	LCFF
Budget Reference	Supplies, contracted services

2018-19

Amount	\$292,087
Source	Lottery
Budget Reference	Salaries and benefits, supplies, contracted services
Amount	\$103,456
Source	LCFF
Budget Reference	Supplies, contracted services

2019-20

Amount	\$292,087
Source	Lottery
Budget Reference	Salaries and benefits, supplies, contracted services
Amount	\$103,456
Source	LCFF
Budget Reference	Supplies, contracted services

Action **2**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Professional Development for all staff, including BTSA, Administration Training, PLC, CCSS. This includes pull out time for teachers to collaborate.

2018-19

New Modified Unchanged

Professional Development for all staff, including BTSA, Administration Training, PLC, CCSS. This includes pull out time for teachers to collaborate.

2019-20

New Modified Unchanged

Professional Development for all staff, including BTSA, Administration Training, PLC, CCSS. This includes pull out time for teachers to collaborate.

BUDGETED EXPENDITURES

2017-18

Amount	\$67,910
Source	Title I
Budget Reference	Travel and conferences
Amount	\$84,847
Source	Title II
Budget Reference	Salaries and benefits, travel and conference, contracted services, licenses

2018-19

Amount	\$67,910
Source	Title I
Budget Reference	Travel and conferences
Amount	\$84,847
Source	Title II
Budget Reference	Salaries and benefits, travel and conference, contracted services, licenses

2019-20

Amount	\$67,910
Source	Title I
Budget Reference	Travel and conferences
Amount	\$84,847
Source	Title II
Budget Reference	Salaries and benefits, travel and conference, contracted services, licenses

Action **3**

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

Students to be Served All Students with Disabilities Foster Youth

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Intervention for 5th Year seniors (SPED & Foster Youth only)

2018-19

New Modified Unchanged

Intervention for 5th Year seniors (SPED & Foster Youth only)

2019-20

New Modified Unchanged

Intervention for 5th Year seniors (SPED & Foster Youth only)

[BUDGETED EXPENDITURES](#)

2017-18

Budget Reference No Cost

2018-19

Budget Reference No Cost

2019-20

Budget Reference No Cost

Action **4**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

NWEA MAP assessment for high school readiness and intervention needs. Use MAP scores to appropriately place students in math courses.

2018-19

New Modified Unchanged

NWEA MAP assessment for high school readiness and intervention needs. Use MAP scores to appropriately place students in math courses.

2019-20

New Modified Unchanged

NWEA MAP assessment for high school readiness and intervention needs. Use MAP scores to appropriately place students in math courses.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **5**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Maintain/expand library services, purchase books & Follett Software

2018-19

New Modified Unchanged

Maintain/expand library services, purchase books & Follett Software

2019-20

New Modified Unchanged

Maintain/expand library services, purchase books & Follett Software

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$127,752

Source Supplemental and Concentration

Budget Reference Salaries and benefits, books, licenses

2018-19

Amount \$127,752

Source Supplemental and Concentration

Budget Reference Salaries and benefits, books, licenses

2019-20

Amount \$127,752

Source Supplemental and Concentration

Budget Reference Salaries and benefits, books, licenses

Action **6**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Las Plumas High and Oroville High Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Supplemental Support Services- increase library hours by 60 hours per year. Provide tutoring in math and ELA after school at both OHS and LPHS.

2018-19

New Modified Unchanged

Supplemental Support Services- increase library hours by 60 hours per year. Provide tutoring in math and ELA after school at both OHS and LPHS.

2019-20

New Modified Unchanged

Supplemental Support Services- increase library hours by 60 hours per year. Provide tutoring in math and ELA after school at both OHS and LPHS.

BUDGETED EXPENDITURES

2017-18

Amount
 Source
 Budget Reference

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference

Action **7**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Las Plumas High and Oroville High Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Staff two 7 hr./day Supplemental Education Technician positions

2018-19

New Modified Unchanged

Staff two 7 hr./day Supplemental Education Technician positions

2019-20

New Modified Unchanged

Staff two 7 hr./day Supplemental Education Technician positions

BUDGETED EXPENDITURES

2017-18

Amount \$85,569
 Source Supplemental and Concentration
 Budget Reference Salaries and benefits

2018-19

Amount \$85,569
 Source Supplemental and Concentration
 Budget Reference Salaries and benefits

2019-20

Amount \$85,569
 Source Supplemental and Concentration
 Budget Reference Salaries and benefits

Action **8**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Outreach for foster youth by School Social Worker(district-wide and a Behavioral Specialist (Community Day School) in collaboration with the BCOE School Ties program	Outreach for foster youth by School Social Worker(district-wide and a Behavioral Specialist (Community Day School) in collaboration with the BCOE School Ties program	Outreach for foster youth by School Social Worker(district-wide and a Behavioral Specialist (Community Day School) in collaboration with the BCOE School Ties program

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Supplies	Budget Reference	Supplies	Budget Reference	Supplies

Action 9

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Consultation periods 4 days per week	Consultation periods 4 days per week	Consultation periods 4 days per week

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost
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Action 10

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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Math and English Intervention	Math and English Intervention	Math and English Intervention
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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$127,324	Amount	\$127,324	Amount	\$127,324
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits
Amount	\$319,529	Amount	\$319,529	Amount	\$319,529
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits

Action **11**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Tutorial Support (push-in) support for SPED students
Differentiation of instruction for diverse learners

2018-19

New Modified Unchanged

Tutorial Support (push-in) support for SPED students
Differentiation of instruction for diverse learners

2019-20

New Modified Unchanged

Tutorial Support (push-in) support for SPED students
Differentiation of instruction for diverse learners

BUDGETED EXPENDITURES

2017-18

Amount \$670,197
 Source Special Education
 Budget Reference Salaries and benefits

2018-19

Amount \$670,197
 Source Special Education
 Budget Reference Salaries and benefits

2019-20

Amount \$670,197
 Source Special Education
 Budget Reference Salaries and benefits

Action **12**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

EL Coordinator - 20% (1 section)

EL Coordinator - 20% (1 section)

EL Coordinator - 20% (1 section)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$23,773	Amount	\$23,773	Amount	\$23,773
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits

Action **13**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

ELD instruction

2018-19

New Modified Unchanged

ELD instruction

2019-20

New Modified Unchanged

ELD instruction

BUDGETED EXPENDITURES

2017-18

Amount	\$234,188
Source	Supplemental and Concentration

2018-19

Amount	\$234,188
Source	Supplemental and Concentration

2019-20

Amount	\$234,188
Source	Supplemental and Concentration

Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits
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Action **14**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Credit Recovery/Summer School through Oroville Adult Education

Credit Recovery/Summer School through Oroville Adult Education

Credit Recovery/Summer School through Oroville Adult Education

BUDGETED EXPENDITURES

2017-18

Amount \$50,000

Source Title I

Budget Reference Salaries and benefits, supplies

2018-19

Amount \$50,000

Source Title I

Budget Reference Salaries and benefits, supplies

2019-20

Amount \$50,000

Source Title I

Budget Reference Salaries and benefits, supplies

Action **15**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Prospect High School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Extended instructional hours from 15/week to 30/week at PHS

2018-19

New Modified Unchanged

Extended instructional hours from 15/week to 30/week at PHS

2019-20

New Modified Unchanged

Extended instructional hours from 15/week to 30/week at PHS

BUDGETED EXPENDITURES

2017-18

Amount	\$451,753
Source	Supplemental and Concentration
Budget Reference	Salaries and benefits, books and supplies, travel and contracted services

2018-19

Amount	\$451,753
Source	Supplemental and Concentration
Budget Reference	Salaries and benefits, books and supplies, travel and contracted services

2019-20

Amount	\$451,753
Source	Supplemental and Concentration
Budget Reference	Salaries and benefits, books and supplies, travel and contracted services

Action **16**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Bilingual Para-Educators- 4 hour/day para-educator at Las Plumas. Oroville High declined additional bilingual support for the upcoming year. We do have have bi-lingual support available at all schools.

2018-19

New Modified Unchanged

Bilingual Para-Educators- 4 hour/day para-educator at Las Plumas. Oroville High declined additional bilingual support for the upcoming year. We do have have bi-lingual support available at all schools.

2019-20

New Modified Unchanged

Bilingual Para-Educators- 4 hour/day para-educator at Las Plumas. Oroville High declined additional bilingual support for the upcoming year. We do have have bi-lingual support available at all schools.

BUDGETED EXPENDITURES

2017-18

Amount	26,964
Source	Supplemental and Concentration
Budget Reference	Salaries and benefits

2018-19

Amount	26,964
Source	Supplemental and Concentration
Budget Reference	Salaries and benefits

2019-20

Amount	26,964
Source	Supplemental and Concentration
Budget Reference	Salaries and benefits

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.

New
 Modified
 Unchanged

Goal 2

Safe and Nurturing Environment for All Students

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

District continues to support a safe school environment. The District will provide a full-time School Resource Deputy to cover all schools. On the California School Dashboard for Spring 2017, OUHSD had a suspension rate of 15.1% for all students. OUHSD had a suspension rate of 25.2% for Students with Disabilities, 32.2% for African American Students, 12.5% for Hispanic Students, 4.1% for English Learners, and the Foster Youth suspension rate is not available. The graduation rate for all students on the Spring 2017 California School Dashboard is 94.7% for all students. OUHSD had graduation rates of 97.7% for English Learners, 93.6% for Socioeconomically Disadvantaged, 70% for Students with Disabilities, 97.8% for Asians, 93.5% for Hispanics and 94.5% for Whites on the Spring 2017 California School Dashboard. OUHSD has 6.6 FTE counselors at all schools in the District. OUHSD also has access to VICTOR counselors at each school through Butte County Behavioral Health.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: Local Indicator/Local tool for school climate	In 2014, School Climate Index was 333. In 2016, School Climate Index was 283	Increase the School Climate Index as measured by the California Healthy Kids Survey to at least 300.	Increase the School Climate Index as measured by the California Healthy Kids Survey to at least 330.	Increase the School Climate Index as measured by the California Healthy Kids Survey to at least 350.
Priority 6: State Indicator/Student Suspension Indicator	We had 659 suspensions during the 2015-2016 school year.	Reduce suspension rates by 2%	Reduce suspension rates by 2%	Reduce suspension rates by 2%
Priority 6: Local Metric/Expulsion rate	We had 65 expulsions during the 2015-2016 school year.	Reduce expulsion rates by 2%.	Reduce expulsion rates by 2%.	Reduce expulsion rates by 2%.
Priority 6: Local Indicator/Local tool for school climate	We added JV Soccer teams(boys and girls), and	Increase opportunities for students to be involved in a	Increase opportunities for students to be involved in a	Increase opportunities for students to be involved in a

	swimming in 2016-2017 school year.	variety of extra-curricular or co-curricular activities.	variety of extra-curricular or co-curricular activities.	variety of extra-curricular or co-curricular activities.
Priority 5: Local Metric/Student Engagement/School attendance rates	The 2015-2016 Attendance Percentage Rates were 93.90% at Las Plumas, 94.70% at Oroville, and 82.30% at Prospect.	Increase attendance rates at the comprehensive high schools 1% and .50% at the continuation high school, based on 2015-2016 attendance percentages.	Increase attendance rates at the comprehensive high schools 1% and .50% at the continuation high school, based on 2016-2017 attendance percentages.	Increase attendance rates at the comprehensive high schools 1% and .50% at the continuation high school, based on 2017-2018 attendance percentages.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	The Chronic Absenteeism percentage for the district was 34% in 2015-2016 school year.	Decrease Chronic Absenteeism rates 4% from the previous school year.	Decrease Chronic Absenteeism rates 4% from the previous school year.	Decrease Chronic Absenteeism rates 4% from the previous school year.
Priority 5: Local Metric/Student Engagement/High school dropout rate	The Dropout rate for the District in 2015-2016 was 9.8%.	Decrease Dropout rates 1% from the previous school year.	Decrease Dropout rates 1% from the previous school year.	Decrease Dropout rates 1% from the previous school year.
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	In Spring 2017 LCFF Dashboard, Graduation Rate for all students was 94.7% for the District.	Increase graduation rates for the District by 1% based on the 2017 LCFF Dashboard.	Increase graduation rates for the District by .5% based on the 2018 LCFF Dashboard.	Increase graduation rates for the District by .5% based on the 2019 LCFF Dashboard.
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	All students will have access to all courses, regardless of special status or circumstance, as demonstrated in the master schedule.	All students will have access to all courses, regardless of special status or circumstance, as demonstrated in the master schedule.	All students will have access to all courses, regardless of special status or circumstance, as demonstrated in the master schedule.	All students will have access to all courses, regardless of special status or circumstance, as demonstrated in the master schedule.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool		OUHSD will improve parent and family connectivity by providing opportunities for parents and families, including parents of unduplicated students, to participate in school activities by 1% as measured by sign in sheets at school events and meetings. District will post videos of meetings on the website for parents unable to attend meetings	OUHSD will improve parent and family connectivity by providing opportunities for parents and families, including parents of unduplicated students, to participate in school activities by 1% as measured by sign in sheets at school events and meetings. District will post videos of meetings on the website for parents unable to attend meetings	OUHSD will improve parent and family connectivity by providing opportunities for parents and families, including parents of unduplicated students, to participate in school activities by 1% as measured by sign in sheets at school events and meetings. District will post videos of meetings on the website for parents unable to attend meetings
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	In 2016, 41% of 11th grade students met or exceeded standards in ELA as measured by CAASP.	The percent of students scoring proficient or above in ELA for EAP 11th grade CAASP results will increase by 9% from previous year.	.The percent of students scoring proficient or above in ELA for EAP 11th grade CAASP results will increase by 5% from previous year.	The percent of students scoring proficient or above in ELA for EAP 11th grade CAASP results will increase by 5% from previous year.

Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results

In 2016, 13% of 11th grade students met or exceeded standards in math as measured by CAASP.

The percent of students scoring proficient or above in Math for EAP 11th grade CAASP results will increase by 7% from previous year.

The percent of students scoring proficient or above in Math for EAP 11th grade CAASP results will increase by 10% from previous year.

The percent of students scoring proficient or above in Math for EAP 11th grade CAASP results will increase by 10% from previous year.

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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Actively pursue family involvement (incl. mobile app, web hosting, auto-dialer)

2018-19

New Modified Unchanged

Actively pursue family involvement (incl. mobile app, web hosting, auto-dialer)

2019-20

New Modified Unchanged

Actively pursue family involvement (incl. mobile app, web hosting, auto-dialer)

BUDGETED EXPENDITURES

2017-18

Amount \$6,491

2018-19

Amount \$6,491

2019-20

Amount \$6,491

Source	Title I	Source	Title I	Source	Title I
Budget Reference	Supplies and communications	Budget Reference	Supplies and communications	Budget Reference	Supplies and communications
Amount	\$10,000	Amount	\$10,000	Amount	\$10,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Licenses	Budget Reference	Licenses	Budget Reference	Licenses
Amount	\$6,025	Amount	\$6,025	Amount	\$6,025
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Licenses	Budget Reference	Licenses	Budget Reference	Licenses

Action **2**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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Healthy Kids Survey will be used to guide schools in improving school culture.

Healthy Kids Survey will be used to guide schools in improving school culture.

Healthy Kids Survey will be used to guide schools in improving school culture.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action 3

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities		
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:	

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
Scope of Services	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:	

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Student Mediation/Conflict Resolution/Anti-Bully assembly

2018-19

New Modified Unchanged

Student Mediation/Conflict Resolution/Anti-Bully assembly

2019-20

New Modified Unchanged

Student Mediation/Conflict Resolution/Anti-Bully assembly

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **4**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Improve attendance with incentives, SAART, transportation, and Saturday School. Reduce chronic absenteeism from 8.9% to 6.9%.

2018-19

New Modified Unchanged

Improve attendance with incentives, SAART, transportation, and Saturday School. Reduce chronic absenteeism from 8.9% to 6.9%.

2019-20

New Modified Unchanged

Improve attendance with incentives, SAART, transportation, and Saturday School. Reduce chronic absenteeism from 8.9% to 6.9%.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$174,287	Amount	\$174,287	Amount	\$174,287
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Salaries and benefits, supplies	Budget Reference	Salaries and benefits, supplies	Budget Reference	Salaries and benefits, supplies

Action 5

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide nutritious meals (breakfast and lunch)

2018-19

New Modified Unchanged

Provide nutritious meals (breakfast and lunch)

2019-20

New Modified Unchanged

Provide nutritious meals (breakfast and lunch)

BUDGETED EXPENDITURES

2017-18

Amount	\$1,022,610
Source	Federal, State & Local Child Nutrition Funds

2018-19

Amount	\$1,022,610
Source	Federal, State & Local Child Nutrition Funds

2019-20

Amount	\$1,022,610
Source	Federal, State & Local Child Nutrition Funds

Budget Reference	Salaries and benefits, supplies, travel, other operating expenses	Budget Reference	Salaries and benefits, supplies, travel, other operating expenses	Budget Reference	Salaries and benefits, supplies, travel, other operating expenses
Amount	\$147,610	Amount	\$147,610	Amount	\$147,610
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	General Fund support to the food service program	Budget Reference	General Fund support to the food service program	Budget Reference	General Fund support to the food service program

Action 6

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Student support services (Psych, Social Worker, Nurse, Speech Therapist). We will have a Behavioral Specialist at Community Day School

2018-19

New Modified Unchanged

Student support services (Psych, Social Worker, Nurse, Speech Therapist). We will have a Behavioral Specialist at Community Day School

2019-20

New Modified Unchanged

Student support services (Psych, Social Worker, Nurse, Speech Therapist). We will have a Behavioral Specialist at Community Day School

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$264,498	Amount	\$264,498	Amount	\$264,498
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	Salaries and benefits, supplies, travel, contracted services	Budget Reference	Salaries and benefits, supplies, travel, contracted services	Budget Reference	Salaries and benefits, supplies, travel, contracted services
Amount	\$40,200	Amount	\$40,200	Amount	\$40,200
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Contracted services	Budget Reference	Contracted services	Budget Reference	Contracted services
Amount	\$109,884	Amount	\$109,884	Amount	\$109,884
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Salaries and benefits, contracted services	Budget Reference	Salaries and benefits, contracted services	Budget Reference	Salaries and benefits, contracted services

Action **7**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Las Plumas High and Oroville High Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Las Plumas High, Oroville High, Prospect High Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Extra-curricular and Co-Curricular Activities (Athletic Director sections, coaching, equipment reconditioning/replacement, cost of travel, drug testing for athletes, advisor stipends, fuel/maintenance of vehicles)

2018-19

New Modified Unchanged

Extra-curricular and Co-Curricular Activities (Athletic Director sections, coaching, equipment reconditioning/replacement, cost of travel, drug testing for athletes, advisor stipends, fuel/maintenance of vehicles)

2019-20

New Modified Unchanged

Extra-curricular and Co-Curricular Activities (Athletic Director sections, coaching, equipment reconditioning/replacement, cost of travel, drug testing for athletes, advisor stipends, fuel/maintenance of vehicles)

BUDGETED EXPENDITURES

2017-18

Amount \$645,999
 Source Supplemental and Concentration
 Budget Reference Salaries and benefits, supplies, travel, contracted services
 Amount \$14,370
 Source Lottery
 Budget Reference Supplies, equipment repairs

2018-19

Amount 0
 Source Supplemental and Concentration
 Budget Reference Objects 1100, 2900, 3000, 4300, 5200, 5600, 5710, 5800
 Amount
 Source
 Budget Reference

2019-20

Amount 0
 Source Supplemental and Concentration
 Budget Reference Objects 1100, 2900, 3000, 4300, 5200, 5600, 5710, 5800
 Amount
 Source
 Budget Reference

Action **8**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Student social media training

2018-19

New Modified Unchanged

Student social media training

2019-20

New Modified Unchanged

Student social media training

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **9**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Student mediation/conflict resolution supports

2018-19

New Modified Unchanged

Student mediation/conflict resolution supports

2019-20

New Modified Unchanged

Student mediation/conflict resolution supports

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **10**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

School Resource Officer and Campus Supervisors. Oroville Police Dept has indicated they are unable to provide SRO services to Oroville High, Prospect High, and Community Day School after June 30, 2017. The District plans to contract with the Butte County Sheriff's Office to provide School Resource Deputy services for the entire District.

New Modified Unchanged

School Resource Officer and Campus Supervisors. Oroville Police Dept has indicated they are unable to provide SRO services to Oroville High, Prospect High, and Community Day School after June 30, 2017. The District plans to contract with the Butte County Sheriff's Office to provide School Resource Deputy services for the entire District.

New Modified Unchanged

School Resource Officer and Campus Supervisors. Oroville Police Dept has indicated they are unable to provide SRO services to Oroville High, Prospect High, and Community Day School after June 30, 2017. The District plans to contract with the Butte County Sheriff's Office to provide School Resource Deputy services for the entire District.

BUDGETED EXPENDITURES

2017-18

Amount: \$530,330

Source: Supplemental and Concentration

Budget Reference: Salaries and benefits, contracted services

2018-19

Amount: \$530,330

Source: Supplemental and Concentration

Budget Reference: Salaries and benefits, contracted services

2019-20

Amount: \$530,330

Source: Supplemental and Concentration

Budget Reference: Salaries and benefits, contracted services

Action **11**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

In School Suspension Program

2018-19

New Modified Unchanged

In School Suspension Program

2019-20

New Modified Unchanged

In School Suspension Program

BUDGETED EXPENDITURES

2017-18

Amount \$115,223

Source Supplemental and Concentration

Budget Reference Salaries and benefits, supplies

2018-19

Amount \$115,223

Source Supplemental and Concentration

Budget Reference Salaries and benefits, supplies

2019-20

Amount \$115,223

Source Supplemental and Concentration

Budget Reference Salaries and benefits, supplies

Action **12**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Safe and clean facilities

Safe and clean facilities

Safe and clean facilities

BUDGETED EXPENDITURES

2017-18

Amount \$1,928,433
 Source LCFF
 Budget Reference Salaries and benefits, supplies, repairs, contracted services

2018-19

Amount \$1,928,433
 Source
 Budget Reference Salaries and benefits, supplies, repairs, contracted services

2019-20

Amount \$1,928,433
 Source
 Budget Reference Salaries and benefits, supplies, repairs, contracted services

Action **13**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Upgrade or repair safety communication devices

Upgrade or repair safety communication devices

Upgrade or repair safety communication devices

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **14**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Participate in the RISE program through CSU, Chico that will provide co-teachers to both LPHS and OHS at no cost to the district.

Participate in the RISE program through CSU, Chico that will provide co-teachers to both LPHS and OHS at no cost to the district.

Participate in the RISE program through CSU, Chico that will provide co-teachers to both LPHS and OHS at no cost to the district.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost
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Action **15**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Collaborate with Butte College to improve student achievement at the post-secondary level for OUHSD graduates. OUHSD and Butte College are working on offering dual enrollment courses to high school students.

2018-19

New Modified Unchanged

Collaborate with Butte College to improve student achievement at the post-secondary level for OUHSD graduates. OUHSD and Butte College are working on offering dual enrollment courses to high school students.

2019-20

New Modified Unchanged

Collaborate with Butte College to improve student achievement at the post-secondary level for OUHSD graduates. OUHSD and Butte College are working on offering dual enrollment courses to high school students.

BUDGETED EXPENDITURES

2017-18

Budget Reference	No Cost
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2018-19

Budget Reference	No Cost
------------------	---------

2019-20

Budget Reference	No 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.

New
 Modified
 Unchanged

Goal 3

Prepare Students to be Critical Thinkers in the 21st Century

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

The Oroville Union High School District serves high school students grades 9-adult. Our goal is to have all students leave our schools with a diploma and be prepared for post-secondary education, military service and/or a career. On the Spring 2017 California School Dashboard, OUHSD had a District graduation rate of 94.7% for all students. On the Spring 2017 California School Dashboard, OUHSD had a 96.7% in English Learner Progress. The District is working to improve the number of students that complete A-G requirements, take and score an Advanced Placement Exam with a score of 3,4 or 5. The District is working to improve the number of students that complete a CTE pathway. During the 2014-2015 school year, 19.3% of all students in the District completed A-G requirements, During the 2014-2015 school year, 163 students took an Advanced Placement Examination and three students scored a "5," twenty-eight students scored a "4," and sixty students scored a "3." During the 2015-2016 school year, OUHSD had 124 students complete a Career and Technical Education (CTE) pathway. During the 2015-2016 school year, 41% of our 11th grade students met or exceeded standards on the State Math assessment (CASSP) . During the 2015-2016 school year, 13% of our 11th grade students met or exceeded standards on the State ELA assessment (CASSP) .

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/College and Career Indicator/AP pass rate	Increase the number of students taking Advanced Placement exams by 1% (in 15/16, 163 exams were taken)	Increase the number of students taking Advanced Placement exams by 1% from previous year.	Increase the number of students taking Advanced Placement exams by 1% from previous year.	Increase the number of students taking Advanced Placement exams by 1% from previous year.
Priority 4: State Indicator/College and Career Indicator/AP pass rate	During the 2014-2015 school year, 163 students took an Advanced Placement Examination and three students scored a "5," twenty-eight students scored a "4," and sixty students scored a "3."	Increase the number of students scoring a "3" or better on the Advanced Placement exams by 2% from previous year.	Increase the number of students scoring a "3" or better on the Advanced Placement exams by 2% from previous year.	Increase the number of students scoring a "3" or better on the Advanced Placement exams by 2% from previous year.

Priority 4: College and Career Ready/A-G course completion	Increase number of students taking the SAT 1% (in 13/14, 131 students took the SAT) and increase number of students scoring 1500 or better on SAT by 1% (in 13/14, 41.22% of SAT takers scored above 1500).	Increase number of students taking the SAT 1% from previous year and increase number of students scoring 1500 or better on SAT by 1% from previous year.	Increase number of students taking the SAT 1% from previous year and increase number of students scoring 1500 or better on SAT by 1% from previous year.	Increase number of students taking the SAT 1% from previous year and increase number of students scoring 1500 or better on SAT by 1% from previous year.
Priority 4: College and Career Ready/A-G course completion	Increase number of students fulfilling A-G requirements by 2% (in 13/14, OHS-22.1% and LPHS-16.9%).	Increase number of students fulfilling A-G requirements by 2% (in 13/14, OHS-22.1% and LPHS-16.9%).	Increase number of students fulfilling A-G requirements by 2% (in 13/14, OHS-22.1% and LPHS-16.9%).	Increase number of students fulfilling A-G requirements by 2% (in 13/14, OHS-22.1% and LPHS-16.9%).
Priority 4: State Indicator/College and Career Indicator/Career pathway completion	Increase the number of students earning a high school diploma and completing a CTE pathway by 1% (in 14/15 OHS-76% and LPHS-95%)	Increase the number of students earning a high school diploma and completing a CTE pathway by 1% from previous year.	Increase the number of students earning a high school diploma and completing a CTE pathway by 1% from previous year.	Increase the number of students earning a high school diploma and completing a CTE pathway by 1% from previous year.
Priority 4: State Indicator/Academic Indicator/Reclassification rates	Increase Students identified as English Learners will continue to reclassify as Fluent English Proficient at current rate (25% of total population per year).	Increase Students identified as English Learners will continue to reclassify as Fluent English Proficient at current rate (25% of total population per year).	Increase Students identified as English Learners will continue to reclassify as Fluent English Proficient at current rate (25% of total population per year).	Increase Students identified as English Learners will continue to reclassify as Fluent English Proficient at current rate (25% of total population per year).
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	EL students will continue to meet or exceed California's growth target. In 14/15, 60.7% of OUHSD EL students exceeded the growth target of 60.5%.	EL students will continue to meet or exceed California's growth target from previous year.	EL students will continue to meet or exceed California's growth target from previous year.	EL students will continue to meet or exceed California's growth target from previous year.
Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates	EL students will continue to meet or exceed California's growth target. In 14/15, 60.7% of OUHSD EL students exceeded the growth target of 60.5%.	EL students will continue to meet or exceed California's growth target from previous year.	EL students will continue to meet or exceed California's growth target from previous year.	EL students will continue to meet or exceed California's growth target from previous year.
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims,	Decrease the number of students requiring lower level math courses. Increase the number of students being placed in higher level math courses.	Decrease the number of students requiring lower level math courses. Increase the number of students being placed in higher level math courses.	Decrease the number of students requiring lower level math courses. Increase the number of students being placed in higher level math courses.	Decrease the number of students requiring lower level math courses. Increase the number of students being placed in higher level math courses.

STAR reading assessment, DIBELS Plus, etc.)

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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide CTE Courses (incl. CTE courses for SPED students) that consist of career pathways with at least a 2 course sequence that prepare students for high skill and/or high wage careers.

2018-19

New Modified Unchanged

Provide CTE Courses (incl. CTE courses for SPED students) that consist of career pathways with at least a 2 course sequence that prepare students for high skill and/or high wage careers.

2019-20

New Modified Unchanged

Provide CTE Courses (incl. CTE courses for SPED students) that consist of career pathways with at least a 2 course sequence that prepare students for high skill and/or high wage careers.

BUDGETED EXPENDITURES

2017-18

Amount \$1,033,427

2018-19

Amount \$1,033,427

2019-20

Amount \$1,033,427

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits
Amount	\$422,193	Amount	\$296,265	Amount	
Budget Reference	Career Technical Education Incentive Grant -sSalaries and benefits, supplies	Budget Reference	Career Technical Education Incentive Grant - salaries and benefits	Budget Reference	
Amount	\$71,745	Amount	\$71,745	Amount	\$71,745
Source	Carl D. Perkins Career and Technical Education	Source	Carl D. Perkins Career and Technical Education	Source	Carl D. Perkins Career and Technical Education
Budget Reference	Salaries and benefits, supplies, travel	Budget Reference	Salaries and benefits, supplies, travel	Budget Reference	Salaries and benefits, supplies, travel
Amount	\$84,606	Amount	\$84,606	Amount	\$84,606
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits

Action **2**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Additional section allocation for band, art and drama

2018-19

New Modified Unchanged

Additional section allocation for band, art and drama

2019-20

New Modified Unchanged

Additional section allocation for band, art and drama

BUDGETED EXPENDITURES

2017-18

Amount \$12,900
Source Supplemental and Concentration
Budget Reference Supplies

2018-19

Amount \$12,900
Source Supplemental and Concentration
Budget Reference Supplies

2019-20

Amount \$12,900
Source Supplemental and Concentration
Budget Reference Supplies

Action **3**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Create/link industry certifications for CTE pathways

2018-19

New Modified Unchanged

Create/link industry certifications for CTE pathways

2019-20

New Modified Unchanged

Create/link industry certifications for CTE pathways

BUDGETED EXPENDITURES

2017-18

Budget Reference No Cost

2018-19

Budget Reference No Cost

2019-20

Budget Reference No Cost

Action **4**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Revise courses to meet A-G Requirements

2018-19

New Modified Unchanged

Revise courses to meet A-G Requirements

2019-20

New Modified Unchanged

Revise courses to meet A-G Requirements

BUDGETED EXPENDITURES

2017-18

Budget Reference No Cost

2018-19

Budget Reference No Cost

2019-20

Budget Reference No Cost

Action **5**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Las Plumas High and Oroville High Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Evaluate course offerings to determine needs for additional AP Courses. Add/reduce courses as appropriate. Added AP Macro at Las Plumas High.

2018-19

New Modified Unchanged

Evaluate course offerings to determine needs for additional AP Courses. Add/reduce courses as appropriate

2019-20

New Modified Unchanged

Evaluate course offerings to determine needs for additional AP Courses. Add/reduce courses as appropriate

BUDGETED EXPENDITURES

2017-18

Amount \$12,325

Source Title II

2018-19

Amount \$12,325

Source Title II

2019-20

Amount \$12,325

Source Title II

Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits
Amount	\$352,238	Amount	\$352,238	Amount	\$375,371
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits	Budget Reference	Salaries and benefits
Amount	\$23,133	Amount	\$23,133	Amount	
Budget Reference	College Readiness Block Grant - salaries and benefits	Budget Reference	College Readiness Block Grant - salaries and benefits	Budget Reference	

Action 6

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Evaluate and plan for increasing staff and student technology proficiency

Evaluate and plan for increasing staff and student technology proficiency

Evaluate and plan for increasing staff and student technology proficiency

BUDGETED EXPENDITURES

2017-18

Amount \$46,647

Source Title II

Budget Reference Salaries and benefits, travel

2018-19

Amount \$46,647

Source Title II

Budget Reference Salaries and benefits, travel

2019-20

Amount \$46,647

Source Title II

Budget Reference Salaries and benefits, travel

Action **7**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Purchase CCSS curriculum for English

2018-19

New Modified Unchanged

Purchase CCSS curriculum for Social Science

2019-20

New Modified Unchanged

Purchase CCSS curriculum for Math

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$100,000	Amount	\$100,000	Amount	\$100,000
Source	One Time Reserves	Source	One Time Reserves	Source	One Time Reserves
Budget Reference	Books	Budget Reference	Books	Budget Reference	Books

Action **8**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Academic counseling (A-G with freshmen, 4-year planning, FAFSA, college awareness)	Academic counseling (A-G with freshmen, 4-year planning, FAFSA, college awareness)	Academic counseling (A-G with freshmen, 4-year planning, FAFSA, college awareness)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$942,523	Amount \$942,523	Amount \$942,523

Source	Supplemental and Concentration
Budget Reference	Salaries and benefits

Source	Supplemental and Concentration
Budget Reference	Salaries and benefits

Source	Supplemental and Concentration
Budget Reference	Salaries and benefits

Action 9

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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Outreach for 8th graders to support transition to high school in CTE, A-G, extra/co-curricular activities

2018-19

<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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Outreach for 8th graders to support transition to high school in CTE, A-G, extra/co-curricular activities

2019-20

<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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Outreach for 8th graders to support transition to high school in CTE, A-G, extra/co-curricular activities

BUDGETED EXPENDITURES

2017-18

Amount	\$1,000
Source	Supplemental and Concentration

2018-19

Amount	\$1,000
Source	Supplemental and Concentration

2019-20

Amount	\$1,000
Source	Supplemental and Concentration

Budget Reference	Transportation	Budget Reference	Transportation	Budget Reference	Transportation
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Action **10**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Create webcasts for website to share Information about CTE, athletics, counseling services, A-G options, etc.

2018-19

New Modified Unchanged

Create webcasts for website to share Information about CTE, athletics, counseling services, A-G options, etc.

2019-20

New Modified Unchanged

Create webcasts for website to share Information about CTE, athletics, counseling services, A-G options, etc.

BUDGETED EXPENDITURES

2017-18

Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost
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Action **11**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

College tours/activity coordination and organize a college fair

2018-19

New Modified Unchanged

College tours/activity coordination and organize a college fair

2019-20

New Modified Unchanged

College tours/activity coordination and organize a college fair

BUDGETED EXPENDITURES

2017-18

Amount \$13,493

Source

Budget Reference College Readiness Block Grant - transportation

2018-19

Amount \$13,493

Source

Budget Reference College Readiness Block Grant - transportation

2019-20

Amount \$7,000

Source Supplemental and Concentration

Budget Reference Transportation

Action **12**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Implement four year academic plans for all students beginning with the class of 2020.

2018-19

New Modified Unchanged

Implement four year academic plans for all students beginning with the class of 2020.

2019-20

New Modified Unchanged

Implement four year academic plans for all students beginning with the class of 2020.

BUDGETED EXPENDITURES

2017-18

Budget Reference No Cost

2018-19

Budget Reference No Cost

2019-20

Budget Reference No Cost

Action **13**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Be more involved in economic development in the community and developing community and business partnerships.

2018-19

New Modified Unchanged

Be more involved in economic development in the community and developing community and business partnerships.

2019-20

New Modified Unchanged

Be more involved in economic development in the community and developing community and business partnerships.

BUDGETED EXPENDITURES

2017-18

Budget Reference No Cost

2018-19

Budget Reference No Cost

2019-20

Budget Reference No Cost

Action **14**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

College Connection Program - 30 students enrolled

2018-19

New Modified Unchanged

College Connection Program - 30 students enrolled

2019-20

New Modified Unchanged

College Connection Program - 30 students enrolled

BUDGETED EXPENDITURES

2017-18

Amount: \$145,122
 Source: Supplemental and Concentration
 Budget Reference: Salaries and benefits, supplies, travel, other contracted services

2018-19

Amount: \$145,122
 Source: Supplemental and Concentration
 Budget Reference: Salaries and benefits, supplies, travel, other contracted services

2019-20

Amount: \$145,22
 Source: Supplemental and Concentration
 Budget Reference: Salaries and benefits, supplies, travel, other contracted services

Action **15**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Review ELD reclassification process due to the suspension of CAHSEE. Celebrate students and family with a reclassification ceremony at the end of the school year.

2018-19

New Modified Unchanged

Review ELD reclassification process due to the suspension of CAHSEE. Celebrate students and family with a reclassification ceremony at the end of the school year.

2019-20

New Modified Unchanged

Review ELD reclassification process due to the suspension of CAHSEE. Celebrate students and family with a reclassification ceremony at the end of the school year.

BUDGETED EXPENDITURES

2017-18

Budget Reference	No Cost
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2018-19

Budget Reference	No Cost
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2019-20

Budget Reference	No Cost
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$4,087,823

Percentage to Increase or Improve Services: 23.88%

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](#)).

The Oroville Union High School District has aligned goals to provide an excellent high school education for all students. The guiding principle the Oroville Union High School District is using is to focus on good first instruction for all students and try to connect kids to adults and activities at each school, since research shows that quality instruction and school connectedness have the greatest impact on students graduating from high school. OUHSD increased services for all students by adding junior varsity soccer teams and a District swim team for both boys and girls at both Las Plumas High and Oroville High. The additional teams provided more opportunities for students to participate on an athletic team. OUHSD increased section allocations for classes, drama classes, music classes and art classes. OUHSD provides tutoring during the school day and after school for all students. OUHSD has also extended the library hours one day a week at Oroville High and Las Plumas High Schools to provide more access for students. OUHSD has stopped collecting transportation fees, which has increased school bus ridership. OUHSD offers a comprehensive counseling program in which all students can seek academic guidance and soci-emotional guidance. OUHSD has an ELD Coordinator to make sure all English Learners have access to the appropriate curriculum, are assessed with ELPAC and are classified correctly. OUHSD has organized college and career tours to expose students to college campuses. The District has also organized a College Fair, so that students and parents could talk to college representatives about entrance requirements. OUHSD partners with the Butte County Office of Education's School Ties program to assist Foster Youth with enrolling in school and accessing services to assist students in attending school (such as, transportation, tutoring, etc). OUHSD utilizes READ 180 to assist struggling readers with building literacy skills. OUHSD also uses ODESSEYWARE at Prospect High School and Community Day School to assist students to recover credits. Students are able to access ODESSEYWARE at school, as well as, at home.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark “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 selecting “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:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - 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 UC or 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 CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

- A. A broad course of study including courses described under 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 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 *Education Code* 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 *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

Guiding Questions: Stakeholder Engagement

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

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 *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?