

**Introduction:**

**LEA:** Oroville Union High School District    **Contact (Name, Title, Email, Phone Number):** Dr. Corey Willenberg- (530)538-2300 ext. 1107

**LCAP Year: 2016-17**

***Local Control and Accountability Plan and Annual Update***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans*

*(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

**B. Pupil Outcomes:**

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

**C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 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, and 47606.5, 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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>In response to requests to maintain stability in the LCAP process and provide earlier opportunities for input, the Oroville Union High School District created and posted a LCAP Timeline for the year and scheduled three evenings of stakeholder discussions: January 19, February 23 and March 29, 2016 from 6:00 p.m. to 8:00 p.m. in the Oroville High School library. Stakeholders invited included community members, teachers, parents (including parents for students with disabilities and English Learners), students, classified staff, foster youth support providers, the Board of Trustees administration.</p>	<p>As a result of the stakeholder meetings and discussion, the district maintained the three overarching goals and priorities within each goal. Stakeholders were concerned that there is not enough assistance being giving to incoming ninth graders and their parents in developing a four year plan for high school. Stakeholders believed the District should have informational meetings before counselors go out to the middle schools. Stakeholders also believed that maybe recorded information on the website would be helpful for parents that are not available for evening meetings.</p>

<p>The Principals discussed the goals with their staff and solicited input to determine how their site would meet each goal. Staff discussed needs, challenges and what is working well within each department and at the school. The Superintendent met with ASB students at OHS School (OHS) and Las Plumas High School (LPHS) once each semester to solicit input on their priorities. The Superintendent and Board Members met with students at Prospect High (PHS) during the annual Board tour to solicit input on their priorities.</p> <p>District English Language Advisory Committee met with parents of English Learners on April 26, 2016 to review the proposed LCAP and gather their feedback and input.</p> <p>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.</p>	<p>For 2016-17, the district will work to refine professional development (PD) that is offered to staff and the ways in which those are organized. A staff survey administered by site administration will be used to provide future PD events and capacity within the staff will be developed to provide in-house PD or collaboration.</p> <p>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.</p> <p>At the OUHSD DELAC meeting, the stakeholder group believed that the District should evaluate the reclassification process for students due to CAHSEE being suspended. DELAC also thought the District should have a reclassification celebration for students and their families at the end of the school year.</p>
<p><b>Annual Update:</b> To complete the annual review, the district discussed the annual review during the stakeholder meetings on January 19<sup>th</sup> and February 23<sup>rd</sup>. Stakeholders invited to these meetings included Parent Advisory, 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.</p> <p>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 both the January 19<sup>th</sup> and February 23<sup>rd</sup> stakeholder meetings, as described above.</p>	<p><b>Annual Update:</b> Input from the stakeholders drove the amendments made to the 2016-17 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.</p>

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

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**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**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.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 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 schoolsite 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 subgroups 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?



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- 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?

<b>GOAL:</b>	Quality Educational Experiences for All Students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
<b>Identified Need :</b>	Student subgroups remain in need of assistance to meet all of their unique needs in order to make academic achievement, as based on student achievement on state-wide assessments and district-wide benchmark exams.		
<b>Goal Applies to:</b>	<b>Schools:</b> All Schools		
	<b>Applicable Pupil Subgroups:</b>	All Student Subgroups	
<b>LCAP Year 1: 2016-2017</b>			
<b>Expected Annual Measurable Outcomes:</b>	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. 100% of district teachers and staff are appropriately assigned and credentialed. 100% of 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 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 language fluency, foster youth/homelessness status or disability, as demonstrated in the master schedule.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Technology replacement and repair	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$391,000 Lottery Objects 2900, 3000, 4300, 5600, 5800
Professional Development for all staff, including BTSA, Administration Training, PLC, CCSS	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$142,000 Title I and Title II Objects 1100, 3000, 5200

Intervention for 5th Year seniors (SPED & Foster Youth only)	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u>	No Cost
NWEA MAP assessment for high school readiness and intervention needs. Use MAP scores to appropriately place students in math courses.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$21,000 LCFF S&C Object 5800
Maintain/expand library services, purchase books & Follett Software	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$124,000 LCFF S&C Objects 1200, 2200, 3000, 4300, 5800
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. Provide tutoring in math and ELA after school at both OHS and LPHS.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$62,000 Title I Objects 5750, 5800
Staff two 7 hr./day Supplemental Education Technician positions	Oroville High and Las Plumas High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$82,000 LCFF S&C Objects 2400, 3000
Outreach for foster youth by School Social Worker in collaboration with the BCOE School Ties program	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,000 Title I Object 4300

Consultation periods 4 days per week	Oroville High and Las Plumas High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Intervention Coordinator (2 sections)	Oroville High and Las Plumas High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$41,000 LCFF S&C Objects 1100, 3000
Tutorial Support (push-in) support for SPED students Differentiation of instruction for diverse learners	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u>	\$607,000 SDC and LCFF Objects 1100, 3000
EL Coordinator - 20% (1 section)	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$23,000 LCFF S&C  Objects 1100, 3000
ELD instruction	District-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$192,000 LCFF S&C Objects 1100, 3000
Credit Recovery/Summer School through Oroville Adult Education	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$44,000 Title I Object 5750

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<p>Extended instructional hours from 15/week to 30/week at PHS</p>	<p>Prospect</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$473,000  LCFFS&amp;C  Objects 1100,  1300, 2200,  2400, 3000,  4200, 4300,  5200, 5600,  5800</p>
<p>2 part-time Bilingual Para-Educators- 1 each at LP and OHS</p>	<p>Oroville High and Las Plumas High</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$17,000 LCFF  S&amp;C  Objects 2000,  3000</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>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. 100% of district teachers and staff are appropriately assigned and credentialed. 100% of 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 and a 1.5% reduction in number of students receiving a D or F on semester grades. 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.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Technology replacement and repair</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL                      OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$391,000                      Lottery                      Objects 2900,                      3000,                      4300, 5600,                      5800</p>
<p>Professional Development for all staff, including BTSA, Administration Training, PLC, CCSS</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL                      OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$142,000 Title I and Title II                       Objects 1100, 3000, 5200</p>
<p>Intervention for 5th year seniors (SPED &amp; Foster Youth only)</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL                      OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) SPED</p>	<p>No Cost</p>
<p>NWEA MAP assessment for high school readiness and intervention needs. Use MAP scores to appropriately place students in math courses.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL                      OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$21,000 LCFF S&amp;C                       Object 5800</p>

Maintain/expand library services, purchase books & Follett Software	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$124,000 LCFF S&C Object 1200, 2200, 3000, 4300, 5800
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. Provide tutoring in math and ELA after school at both OHS and LPHS.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$62,000 Title I  Object 5750, 5800
Staff two 7 hr./day Supplemental Education Technician positions	Oroville High and Las Plumas High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$82,000 LCFF S&C Objects 2400, 3000
Outreach for foster youth by School Social Worker in collaboration with the BCOE School Ties program	District-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 Title I  Object 4300
Consultation period 4 days per week	Oroville High and Las Plumas High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Teacher release time for collaboration	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000 Title I and Title II  Object 1100, 3000

Math and English interventions	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$530,000 Title I and LCFF S&C
Intervention Coordinator (2 sections)	Oroville High and Las Plumas High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$41,000 LCFF S&C Objects 1100, 3000
Tutorial Support (push-in) support for SPED students. Differentiation of instruction for diverse learners	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$607,000 SDC & LCFF  Objects 100, 3000
EL Coordinator - 20% (1 section)	District-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$23,000 LCFF S&C  Objects 1100, 3000
ELD instruction	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$197,000 LCFF S&C Objects 1100, 3000
Credit Recovery/Summer School	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$44,000 Title I  Object 5750



9/15/16

<p>Extended instructional hours from 15/week to 30/week at PHS</p>	<p>Prospect</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$473,000  LCFF S&amp;C    Objects 1100,  1300, 2200,  2400, 3000,  4200, 4300,  5200, 5600,  5800</p>
<p>2 part-time Bilingual Para-Educators- 1 each at LP and OHS</p>	<p>Oroville High and Las Plumas High</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$17,000 LCFF  S&amp;C    Objects 2000,  3000</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

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 Professional Development needs. 100% of district teachers and staff are appropriately assigned and credentialed. 100% of 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 and a 1.5% reduction in number of students receiving a D or F on semester grades. 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Technology replacement and repair	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$391,000 Lottery Objects 2900, 3000, 4300, 5600, 5800
Professional Development for all staff, including BTSA, Administration Training, PLC, CCSS	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$142,000 Title I and Title II  Objects 1100, 3000, 5200
Intervention for 5th year seniors (SPED & Foster Youth only)	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ SPED	No Cost
NWEA MAP assessment for high school readiness and intervention needs. Use MAP scores to appropriately place students in math courses.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$21,000 LCFF S&C  Object 5800

9/15/16

Maintain/expand library services, purchase books & Follett Software	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$124,000 LCFF S&C Object 1200, 2200, 3000, 4300, 5800
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. Provide tutoring in math and ELA after school at both OHS and LPHS.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$62,000 Title I  Object 5750, 5800
Staff two 7 hr./day Supplemental Education Technician positions	Oroville High and Las Plumas High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$82,000 LCFF S&C Objects 2400, 3000
Outreach for foster youth by School Social Worker in collaboration with the BCOE School Ties program	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 Title I  Object 4300
Consultation period 4 days per week	Oroville High and Las Plumas High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Teacher release time for collaboration	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000 Title I and Title II  Object 1100, 3000

Math and English interventions	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$530,000 Title I and LCFF S&C
Intervention Coordinator (2 sections)	Oroville High and Las Plumas High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$41,000 LCFF S&C Objects 1100, 3000
Tutorial Support (push-in) support for SPED students. Differentiation of instruction for diverse learners	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ SPED_____	\$607,000 SDC & LCFF  Objects 100, 3000
EL Coordinator - 20% (1 section)	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$23,000 LCFF S&C  Objects 1100, 3000
ELD instruction	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$197,000 LCFF S&C Objects 1100, 3000
Credit Recovery/Summer School at OAE	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$44,000 Title I  Object 5750

9/15/16

<p>Extended instructional hours from 15/week to 30/week at PHS</p>	<p>Prospect</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$473,000  LCFF S&amp;C  Objects 1100,  1300, 2200,  2400, 3000,  4200, 4300,  5200, 5600,  5800</p>
<p>2 part-time Bilingual Para-Educators- 1 each at LP and OHS</p>	<p>Oroville High and Las Plumas High</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$17,000 LCFF S&amp;C    Objects 2000, 3000</p>

<b>GOAL:</b>	Safe and Nurturing Environment for All Students	Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7_X 8__ COE only: 9__ 10__ Local : Specify _____	
<b>Identified Need :</b>	District continues to support a safe school environment. District continues to support pupil personal, academic and social growth.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All Schools	
	<b>Applicable Pupil Subgroups:</b>	All Student Subgroups	
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	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-94.28% and OHS-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%. 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. 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 increase student performance in ELA and math as measured by performance on the California Assessment of Student Performance and Progress (CAASPP). In 14/15, 49.6% of OUHSD 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 increase ELA proficiency as measured by CAASPP by 1% and increase math proficiency as measured by CAASPP by 2%.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Actively pursue family involvement (incl. mobile app, web hosting, auto-dialer)	District-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$27,000 Title I, Lottery, LCFF S&C Objects 1900, 3000, 4300, 5800, 5900

<p>Healthy Kids Survey will be used to guide schools in improving school culture.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>Student Mediation/Conflict Resolution/Anti-Bully assembly</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000 LCFF  S&amp;C  Object 5800</p>
<p>Improve Attendance (incentives, SAART, transportation, Saturday School, contract with BCOE for assistance with getting truants to school). Reduce chronic absenteeism from 8.9% to 6.9%.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$193,000  LCFF S&amp;C  Objects 1100,  2200, 2300,  2400, 2900,  3000, 4300,  5200, 5700,  5800, 6400</p>
<p>Provide nutritious meals (breakfast and lunch)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,009,000  Federal, State  &amp;Local Child  Nutrition  Funds and  LCFF S&amp;C  Fund 13,  Objects 2200,  2300, 2400,  3000, 4300,  4400, 4700,  5200, 5300,  5600, 5750,  5800, 5900,  7350</p>

<p>Student support services (Psych, Social Worker, Nurse, Speech Therapist)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$412,000  SDC, Medi-Cal reimbursement, LCFF, LCFF S&amp;C  Objects 1200, 3000, 4300, 5200, 5800</p>
<p>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>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$592,000  Lottery and LCFF S&amp;C  Objects 1100, 2900, 3000, 4300, 5200, 5600, 5710, 5800</p>
<p>Student social media training</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>Student mediation/conflict resolution supports</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>SRO/SRD and Campus Supervisors</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$328,000  LCFF S&amp;C  Objects 2900, 3000, 5800</p>



In School Suspension Program	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$117,000 LCFF S&C Objects 1100, 3000, 4300
Safe and clean facilities	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,262,000 LCFF Objects 2200, 2300, 3000, 4300, 5200, 5600, 5800, 5900
Upgrade or repair safety communication devices	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,000 LCFF S&C Object 4300
Participation in the RISE program through CSU, Chico that will provide co-teachers to both LPHS and OHS at no cost to the district.	Oroville High and Las Plumas High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Collaboration 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.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

**LCAP Year 2: 2017-18**

**Expected Annual Measurable Outcomes:**

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-94.28% and OHS-94.92%) to 95%. Increase attendance rates in alternative and special education programs from 83.92% to 85%. Decrease chronic absenteeism by focusing on the barriers to attending school and reducing period absences. Decrease dropout rates from 4% to 3%. 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. OUHSD will improve parent and family connectivity by providing opportunities for parents and families 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 increase student performance in ELA and math as measured by performance on the California Assessment of Student Performance and Progress (CAASPP). Our goal is to increase ELA proficiency as measured by CAASPP by 1% and increase math proficiency as measured by CAASPP by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Actively pursue family involvement (incl. mobile app, web hosting, auto-dialer)	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$27,000 Title I, Lottery, LCFF S&C Objects 1900, 3000, 4300, 5800, 5900
Student Mediation/Conflict Resolution/Anti-Bully assembly	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000 LCFF S&C Object 5800
Healthy Kids Survey will be used to guide schools in improving school culture.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

<p>Improve Attendance (incentives, SAART, transportation, Saturday School, contract with BCOE for assistance with getting truants to school)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$193,000  LCFF S&amp;C  Objects 1100,  2200, 2300,  2400, 2900,  3000, 4300,  5200, 5700,  5800, 6400</p>
<p>Provide nutritious meals (breakfast and lunch)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,009,000  Federal, State  &amp;Local Child  Nutrition  Funds and  LCFF S&amp;C  Fund 13,  Objects 2200,  2300, 2400,  3000, 4300,  4400, 4700,  5200, 5300,  5600, 5750,  5800, 5900,  7350</p>
<p>Student support services (Psychologists, Social Worker, Nurse, Speech Therapist)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$412,000  SDC, Medi-  Cal reim-  bursement,  LCFF, LCFF  S&amp;C  Objects 1200,  3000, 4300,  5200, 5800</p>

<p>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>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$592,000  Lottery and LCFF S&amp;C   Objects 1100, 2900, 3000, 4300, 5200, 5600, 5710, 5800</p>
<p>Student social media training  Student mediation/conflict resolution supports</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>SRO/SRD and Campus Supervisors</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$328,000  LCFF S&amp;C   Objects 2900, 3000, 5800</p>
<p>In School Suspension Program</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$117,000  LCFF S&amp;C   Objects 1100, 3000, 4300</p>
<p>Safe and clean facilities</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,262,000  LCFF  Objects 2200, 2300, 3000, 4300, 5200, 5600, 5800, 5900</p>

<p>Upgrade or repair safety communication devices.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7,000 LCFF  S&amp;C  Object 4300</p>
<p>Participation in the RISE program through CSU, Chico that will provide co-teachers to both LPHS and OHS at no cost to the district.</p>	<p>Oroville High and Las Plumas High</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>Collaboration 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.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

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-94.28% and OHS-94.92%) to 95%. Increase attendance rates in alternative and special education programs from 83.92% to 85%. Decrease chronic absenteeism by focusing on the barriers to attending school and reducing period absences. Decrease dropout rates from 4% to 3%. 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. OUHSD will improve parent and family connectivity by providing opportunities for parents and families 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 increase student performance in ELA and math as measured by performance on the California Assessment of Student Performance and Progress (CAASPP). Our goal is to increase ELA proficiency as measured by CAASPP by 1% and increase math proficiency as measured by CAASPP by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Actively pursue family involvement (incl. mobile app, web hosting, auto-dialer)	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$27,000 Title I, Lottery, LCFF S&C Objects 1900, 3000, 4300, 5800, 5900
Student Mediation/Conflict Resolution/Anti-Bully assembly	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000 LCFF S&C Object 5800
Healthy Kids Survey will be used to guide schools in improving school culture.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

<p>Improve Attendance (incentives, SAART, transportation, Saturday School, contract with BCOE for assistance with getting truants to school)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$193,000  LCFF S&amp;C  Objects 1100,  2200, 2300,  2400, 2900,  3000, 4300,  5200, 5700,  5800, 6400</p>
<p>Provide nutritious meals (breakfast and lunch)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,009,000  Federal, State  &amp;Local Child  Nutrition  Funds and  LCFF S&amp;C  Fund 13,  Objects 2200,  2300, 2400,  3000, 4300,  4400, 4700,  5200, 5300,  5600, 5750,  5800, 5900,  7350</p>
<p>Student support services (Psychologists, Social Worker, Nurse, Speech Therapist)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$412,000  SDC, Medi-  Cal reim-  bursement,  LCFF, LCFF  S&amp;C  Objects 1200,  3000, 4300,  5200, 5800</p>

<p>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>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$592,000  Lottery and LCFF S&amp;C    Objects 1100, 2900, 3000, 4300, 5200, 5600, 5710, 5800</p>
<p>Student social media training</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>SRO/SRD and Campus Supervisors</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$328,000  LCFF S&amp;C    Objects 2900, 3000, 5800</p>
<p>In School Suspension Program</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$117,000  LCFF S&amp;C    Objects 1100, 3000, 4300</p>
<p>Safe and clean facilities</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,262,000  LCFF  Objects 2200, 2300, 3000, 4300, 5200, 5600, 5800, 5900</p>



<p>Upgrade or repair safety communication devices.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7,000 LCFF  S&amp;C  Object 4300</p>
<p>Participation in the RISE program through CSU, Chico that will provide co-teachers to both LPHS and OHS at no cost to the district.</p>	<p>Oroville High and Las Plumas High</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>Collaboration 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.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>

GOAL:	Prepare Students to be Critical Thinkers in the 21st Century		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Too few students are graduating ready for college and careers. The number of students taking Advanced Placement classes and completing CTE pathways needs to be increased. The number of students participating in A-G courses and passing A-G courses will increase. Only 19.8% of LPHS students and 19% of OHS students are enrolled in Advanced Placement classes. Only 17.5% of LPHS students and 22.1% of students at OHS students are completing A-G requirements. Decrease the number of students requiring lower level math courses. Increase the number of students being placed in higher level math courses.			
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All Student Subgroups		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	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 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 as 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 OUHSD EL 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 OUHSD EL 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.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
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.	District-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,090,000 SDC and LCFF Objects 1100, 3000	

Additional CTE section budget allocation	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$54,000 LCFF S&C Objects 4300
Create/link industry certifications for CTE pathways	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Revise courses to meet A-G Requirements	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Evaluate course offerings to determine needs for additional AP Courses. Add/reduce courses as appropriate	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 Title II Objects 1100, 3000
Evaluate and plan for increasing staff and student technology proficiency	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Purchase CCSS Curriculum (agriculture classes, chemistry, math, physical science and others as needed)	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$200,000 One Time Reserves Object 4100

<p>Academic counseling (A-G with freshmen, 4 year planning, FAFSA, college awareness)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$911,000  LCFF S&amp;C  Objects 1200,  2400, 3000</p>
<p>Outreach for 8<sup>th</sup> graders to support transition to high school in CTE, A-G, extra/co-curricular activities</p>	<p>Oroville High and Las Plumas High</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>Create webcasts for website to share Information about CTE, athletics, counseling services, A-G options, etc.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>College tours/activity coordination</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$12,000 LCFF  S&amp;C  Object 5800</p>
<p>Implement four year academic plans for all students beginning with the class of 2020.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>Be more involved in economic development in the community and developing community and business partnerships.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>

9/15/16

<p>College Connection Program - 30 students enrolled</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$144,000  LCFF S&amp;C  Objects 1100,  3000, 4200,  4300, 5200,  5800, 5900</p>
<p>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>District-wide</p>	<p><input type="checkbox"/> ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No Cost</p>

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

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 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 as Fluent English Proficient at current rate (25% of total population per year). EL students will continue to meet or exceed California’s growth target by at least 1/2 of a percent as measured by CELDT or ELPAC. EL students will exceed California’s target rate of students attaining Proficiency in English of at least 1% as measured by CELDT or ELPAC. Decrease the number of students requiring lower level math courses. Increase the number of students being placed in higher level math courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,090,000 SDC and LCFF Objects 1100, 3000
Additional CTE section budget allocation	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$54,000 LCFF S&C Objects 4300
Create/link industry certifications for CTE pathways	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

Revise courses to meet A-G requirements	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Evaluate course offerings to determine needs for additional AP courses. Add/reduce courses as appropriate	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 Title II  Objects 1100, 3000
Evaluate and plan for increasing staff and student technology proficiency	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Increase staff and student technology proficiency as determined by plan	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
CCSS Curriculum (Subjects TBD, as needed)	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$200,000 One Time Reserves Object 4100
Academic counseling (4 year plan, FAFSA, college awareness)	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	911,000 LCFF S&C Objects 1200, 2400, 3000

College tours/activity coordination	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,000 LCFF S&C Object 5800
Outreach for 8th graders to support transition to high school in CTE, A-G, extra/co-curricular activities Create webcasts for website to share Information about CTE, athletics, counseling services, A-G options, etc.	Oroville High and Las Plumas High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Create webcasts for website to share Information about CTE, athletics, counseling services, A-G options, etc.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Implement four year academic plans for all students.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
OUHSD to be more involved in economic development in the community and developing community and business partnerships.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
College Connection Program - 30 students enrolled	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$144,000 LCFF S&C Objects 1100, 3000, 4200, 4300, 5200, 5800, 5900



9/15/16

Review ELD reclassification process to determine if changes in reclassification process are still viable in the determination of ELD status. Celebrate students and family with a reclassification ceremony at the end of the school year.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
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**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

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 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 as Fluent English Proficient at current rate (25% of total population per year). EL students will continue to meet or exceed California’s growth target by at least 1/2 of a percent as measured by CELDT or ELPAC. EL students will exceed California’s target rate of students attaining Proficiency in English of at least 1% as measured by CELDT or ELPAC. Decrease the number of students requiring lower level math courses. Increase the number of students being placed in higher level math courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,090,000 SDC and LCFF Objects 1100, 3000
Additional CTE section budget allocation	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$54,000 LCFF S&C Objects 4300
Create/link industry certifications for CTE pathways	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

Revise courses to meet A-G requirements	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Evaluate course offerings to determine needs for additional AP courses. Add/reduce courses as appropriate	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 Title II Objects 1100, 3000
Increase staff and student technology proficiency as determined by plan	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
CCSS Curriculum (Subjects TBD, as needed)	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 Title II Objects 1100, 3000
Academic counseling (4 year plan, FAFSA, college awareness) College tours/activity coordination	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$200,000 One Time Reserves Object 4100
Outreach for 8th graders to support transition to high school in CTE, A-G, extra/co-curricular activities Create webcasts for website to share Information about CTE, athletics, counseling services, A-G options, etc.	Oroville High and Las Plumas High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$911,000 LCFF S&C Objects 1200, 2400, 3000

<p>Create webcasts for website to share Information about CTE, athletics, counseling services, A-G options, etc.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>Implement four year academic plans for all students.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$12,000 LCFF S&amp;C  Object 5800</p>
<p>Be more involved in economic development in the community and developing community and business partnerships.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>College Connection Program - 30 students enrolled</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$144,000 LCFF S&amp;C  Objects 1100, 3000, 4200, 4300, 5200, 5800, 5900</p>
<p>Review ELD reclassification process to determine if changes in reclassification process are still viable in the determination of ELD status. Celebrate students and family with a reclassification ceremony at the end of the school year.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 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?

<p>Original GOAL from prior year LCAP:</p>	<p>Quality Educational Experiences for All Students</p>		<p>Related State and/or Local Priorities:                  1_X 2_X 3__ 4_X 5__ 6__ 7_X                  8__                  COE only: 9__ 10__                  Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All School</p>	<p>Applicable Pupil Subgroups: All Student Subgroups</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Continue to have 100% of schools in good repair as mandated by Williams Act requirements. The District will use a needs assessment to gather data on the areas of Professional Development Needs. 100% of district teachers and staff are appropriately assigned and credentialed. 100% of 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 and a 5% reduction in number of students receiving a D or F on semester grades. 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.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>100% of schools continue to be in good repair as mandated by the Williams Act requirements. Site administration completed Professional Development needs assessment and provided/offered professional development to staff based upon those results. PD contract with Total School Solutions. All classes had sufficient instructional materials. Administrative walk-throughs showed classes infusing CCSS into lessons. All students have access to all courses, regardless of English Language, Foster/Homeless or disability status. Number of students with D/F grades remained the same at OHS and LPHS. 136 students enrolled in credit recovery courses at Oroville Adult in Fall, 2015. 135 students enrolled in Summer School at Oroville Adult during the summer 2015.</p>

<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Technology replacement and repair	\$275,000 (Lotto)	Technology Replacement and Repair. During the 2015-2016 school year, the technology in the LP photo lab was upgraded, purchased new switches for the network, purchased Chromebooks at all of the schools, implemented a new back-up and data storage solution, consolidated the number of servers in the District, expanded wireless access points at all schools.	\$275,000 (Lotto)  Objects 2900, 3000, 4300, 5600, 5800
Professional Development for all staff, including BTSA, Administration Training, PLC, CCSS	\$178,000 (Title I, II, Mandated Cost)	Professional Development for All Staff, including BTSA, Administration Training, PLC, CCSS (through Total School Solutions, Solution Tree, Dennis King and Sutter County Schools)	\$178,000 (Title I, II, Mandated Cost)  Objects 1100, 3000, 5200, 5800
Intervention for 5th year seniors (SPED & Foster Youth only)	No Cost	Intervention for 5th year seniors (SPED & Foster Youth only)	No Cost
NWEA MAP assessment for high school readiness and intervention needs	\$20,000 (LCFF S&C)	NWEA MAP assessment for high school readiness and intervention needs	\$20,000 (LCFF S&C) Object 5800
Maintain/expand library services & purchase Follett Software	\$112,000 (LCFF S&C)	Maintained/expanded library services & purchased Follett Software	\$112,000 (LCFF S&C) Objects 1200, 2200, 3000, 5800

Supplemental Education Services (SES)	\$148,000 (Title I)	Supplemental Education Services (SES)	\$148,000 (Title I) Object 5800
Staff two 7 hr. Supplemental Education Technician positions	\$74,000 (LCFF S&C)	Staffed two 7 hr. Supplemental Education Technician positions	\$74,000 (LCFF S&C) Objects 2400, 3000
Outreach for foster youth	\$2,000 (Title I)	Outreach for foster youth	\$2,000 (Title I) Object 4300
Consultation periods 4 days per week	No Cost	Consultation periods 4 days per week	No Cost
Release time for collaboration	\$30,000 (Title I, II, Mandated Cost)	Release time for collaboration	\$30,000 (Title I, II, Mandated Cost) Objects 1100, 3000
Math and English interventions; Math I Readiness Class Size Reduction to 25:1; Offered 1 section of Math Fundamentals at LPHS/OHS	\$607,000 (Title I, LCFF S&C)	Math and English interventions (33 sections)	\$607,000 (Title I, LCFF S&C) Objects 1100, 3000
Intervention Coordinator (2 sections)	\$41,000 (LCFF S&C)	Intervention Coordinator (1 section at OHS & LPHS)	\$41,000 (LCFF S&C) Objects 1100,3000
Tutorial Support (Push-in) support for SPED students Differentiation of instruction for diverse learners	\$519,000 (SDC, LCFF S&C)	Tutorial Support (Push-in) support for SPED students Differentiation of instruction for diverse learners	\$519,000 (SDC, LCFF S&C) Objects 1100,3000
EL Coordinator 40% (2 sections)	\$41,000 (LCFF S&C)	EL Coordinator 20% (1 section only)	\$41,000 (LCFF S&C) Objects 1100,3000



ELD instruction		\$201,000 (Title I, LCFF S&C)	ELD Instruction (10 sections)	\$201,000 (Title I, LCFF S&C) Objects 1100,3000
Credit Recovery/Summer School/ Odessyware licenses		\$0 LCFF S&C	Credit Recovery/Summer School- 4 sections at OAE and Alternative Education. Although this amount was not indicated on the 2014-2015 LCAP, funds were freed up to implement this action.	\$33,367 LCFF S&C Objects 5750, 5800
Extended instructional hours at PHS from 15/week to 30/week		\$465,000 (LCFF S&C)	Provided 30 instructional hours per week at PHS	\$465,000 (LCFF S&C) Objects 1100, 1300, 2200, 2400,3000, 4200, 4300, 5200, 5600, 5800
2 part-time Bilingual Para-Educators – 1 each at LP and OHS		\$45,000 (LCFF S&C)	2 part-time Bilingual Para-Educators - 1 each at LP and OHS	\$45,000 (LCFF S&C) Objects 2100, 3000
Scope of service:	All Schools and Students		Scope of service:	All Schools and Students
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Actions and services will remain the same given the short amount of time in implementation at this point.</p>
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<p>Original GOAL from prior year LCAP:</p>	<p>Safe and Nurturing Environment for All Students</p>		<p>Related State and/or Local Priorities:                  1__ 2__ 3_X 4__ 5_X 6_X 7__ 8_X                  COE only: 9__ 10__                  Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All Schools</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>All Student Subgroups</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase feeling of safety as measured by parent and student surveys. Continue to seek input and increase engagement from parents in all school activities as measured by attendance rates at various school activities/events. Reduce suspension rates by 5% and expulsion rates by 5%. The number of students involved in extra-curricular or co-curricular activities will increase by 10%. Attendance rates at the comprehensive high schools will increase from 94% to 95%. Attendance rates for alternative and special education programs will increase by 1%. Chronic Absenteeism will decrease by 5%. Dropout rates will decrease from 4.7% at OHS and 5.3% at LP to 4.0%. Graduation rates will increase by 1% at each site. All core academic classes will provide instruction infused with Common Core State Standards, as measured by administrator walk-throughs. 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 their general education peers.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>The District continued to seek input from parents and have begun to re-evaluate the ways in which it looks at parent involvement to recognize the many ways parents are engaged in the school. The suspension rate at OHS decreased from 14.6% in 14-15 to 13.5% in 15-16, a decrease of 1.1%. The suspension rate at LP increased from 11.3% in 14-15 to 12.4% in 15-16, an increase of 1.1%. Expulsions have increased slightly by 0.4% at both sites. Attendance has improved. Chronic absenteeism has decreased from 12.2% in 14-15 to 8.9% in 15-16, which is a 3.3% decrease. Year-to-date attendance rates have stayed the same at both schools. Drop-out rates increased at LPHS from 2.5% in 14-15 to 3.7% , which is a 1.2% increase.LPHS Graduation rates dropped from 93.7% in 14-15 to 92.5%, which is a 1.2% decrease. At OHS, drop-out rates increased from 2.1% in 14-15 to 2.8% in 15-16, , which is a .7% increase.OHS graduation rates also dropped from 96.4% in 14-15 to 95.7% (a .7% decrease) in 15-16 552 days of In-School-Suspension were served. 399 students served by School Social Worker as of mid-January.</p>

<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Actively pursue family involvement (incl. mobile app, web hosting, auto-dialer)	\$25,000 (Title I, Lotto, LCFF S&C)	Actively pursue family involvement (Mobile app, web hosting, auto-dialer, letters sent)	\$25,000 (Title I, Lotto, LCFF S&C) Objects 1900, 3000, 4300, 5800, 5900
Student Mediation/Conflict Resolution/Anti-Bully assembly	\$5,000 (LCFF S&C)	Student Mediation/Conflict Resolution/Anti-Bully Campaign	\$5,000 (LCFF S&C) Object 5800
Improve attendance (incentives, SAART, transportation, Saturday School)	\$389,000 (LCFF S&C)	Attendance activities (Incentives, SAART, transportation, Saturday School). Contracted with BCOE for a .20 Truancy Officer (1/2 day at OHS and 1/2 day at LPHS) to assist in reducing chronic absenteeism.	\$389,000 (LCFF S&C) Objects 1100, 2200, 2300, 2400, 3000, 4300, 5200, 5400, 5600, 5700, 5800, 6400
Provide nutritious meals (breakfast and lunch)	\$70,000 (LCFF S&C)	Provided nutritious meals (breakfast and lunch). Two out-of-district sites visited by administrative staff for collaboration.	\$70,000 (LCFF S&C) Object 7616
Student support services (Psychologists, Social Worker, Nurse, Speech Therapist)	\$317,000 (SDC, LCFF, Medi-Cal, S&C)	Student Support Services (2 Psychologists, 1 Social Worker, 1 MSW intern and 1 BSW intern, 0.4 Speech Therapist)	\$317,000 (SDC, LCFF, Medi-Cal, S&C) Objects 1200, 3000, 4300, 5200, 5800

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)	\$549,000 (Lotto, LCFF S&C)	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)	\$549,000 (Lotto, LCFF S&C) Objects 1100, 2900, 3000, 4300, 5200, 5600, 5710, 5800
Student social media training	\$0 LCFF S&C	Student social media training (Kevin Bracy- 9/2015). The budgeted amount for this action was inadvertently omitted from the 2014-2015 LCAP.	\$3600 LCFF S&C Object 5800
Student mediation/conflict resolution supports	No Cost	Student mediation/conflict resolution supports	No Cost
SRO/SRD and Campus Supervisors	\$309,000 (LCFF S&C)	SRO/SRD and Campus Supervisors (1 with BCSO and 1 with OPD)	\$309,000 (LCFF S&C) Objects 2900, 3000, 5800
In School Suspension Program	\$90,000 (LCFF)	In School Suspension Program available daily	\$90,000 (LCFF) Objects 1100, 3000, 4300
Safe and clean facilities	\$130,000 LCFF	Bleacher inspection and repairs, deep cleaning of track and turf at Harrison Stadium, sidewalks on Autrey lane, lighting retrofit project, sidewalk replacement/repair, new flooring in selected classrooms, and security camera repairs and upgrades. Safe and clean facilities- all issues addressed.	\$130,000 LCFF  Object 5600
Upgrade or Repair Safety Communication Devices	\$7,000 (LCFF S&C)	Upgraded safety communication devices all sites. Upgraded, repaired and/or added cameras in areas determined by school administration. Improved distance of handheld radios at OHS, programmed all district radios so that schools can communicate with each other, and upgraded the LPHS intercom system.	\$7,000 (LCFF S&C)  Object 4300

Scope of service:	All Schools and Students		Scope of service:	All Schools and Students	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Most actions and services identified will continue into the next year. Progress is being made but there has not been enough implementation time to determine if an action is worth discontinuing at this time.			

Original GOAL from prior year LCAP:	Prepare Students to be Critical Thinkers in the 21st Century		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All Schools		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All Student Subgroups		
	Score on Academic Performance Index (API). Multiple measure replacement for the API is under development. Percent of pupils completing A-G courses or CTE pathways will increase by 5% at each site. Students passing AP exams with a score of 3 or higher will increase by 2% at each site. Students that are determined to be prepared for college as measured by the EAP will increase by 5% (current EAP data not available). Students identified as English Learners will continue to reclassify as Fluent English Proficient at current rate (25% of total population per year).	Actual Annual Measurable Outcomes:	District is continuing to wait on API development with multiple measures. Students passing AP Exams at LPHS decreased by 13%. Students passing AP Exams at OHS grew by 2%. EAP data is still not available. 17.5% of students at LPHS and 22.1% of students at OHS are meeting A-G requirements at graduation. 25.4% of students at LPHS and 19.1% of students at OHS completed a CTE Pathway. Overall population of English Learners in the district continues to decline due to numbers of students reclassifying as Fluent English Proficient.	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Maintain CTE Courses (incl. CTE courses for SPED students)	\$1,013,000 (LCFF S&C)	Maintained CTE Courses (incl. CTE courses for SPED students)	\$1,013,000 (LCFF S&C) Objects 1000, 3000	
Additional CTE section budget allocation	\$32,000 (LCFF S&C)	Additional CTE section budget funded at \$700/section used to add an additional 14 sections of CTE districtwide.	\$32,000 (LCFF S&C) Object 4300	
Revise courses to meet A-G requirements	No Cost	Revised 10 courses to meet A-G Requirements	No Cost	

Evaluate course offerings to determine needs for additional AP Courses. Add/reduce courses as appropriate	\$10,000 (Title II, Mandated Cost)	Evaluate course offerings to determine needs for additional AP Courses (3 possible additions in future-World History, Environmental Science and Chemistry)	\$10,000 (Title II, Mandated Cost) Objects 1100, 3000
Increase technology proficiency by providing PD for staff	\$10,000 (Title II, Mandated Cost)	Increase technology proficiency by providing PD for staff	\$10,000 (Title II, Mandated Cost) Objects 1100, 3000, 5800
CCSS curriculum (Biology, Physics, Math 3, other Sciences)	\$200,000 (Mandated Cost)	CCSS curriculum (Biology, Physics, Math 3, Health)	\$200,000 (Mandated Cost) Object 4100
Academic counseling (4 year plan, FAFSA, college awareness). Maintain 6.6 FTE in counseling district wide.	\$824,000 (LCFF S&C)	Academic counseling (4 year plan, FAFSA, college awareness). Maintained 6.6 FTE in counseling district wide.	\$824,000 (LCFF S&C) Objects 1100, 2400, 3000
Pay for AP Exams for students taking >1 exam and college tours/activity coordination	\$12,000 (LCFF S&C)	Pay for AP Exams for students taking >1 exam currently enrolled in course and passing with A or B. OUHSD is collaborating 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. College tours/activity coordination provided, including job fair.	\$12,000 (LCFF S&C)  Object 5800
Four-year planning software	\$2,000 (LCFF S&C)	District convened a committee to evaluate four year planning software and decided to not purchase the software.	0
Community business partnerships	No Cost	Established 27 community business partnerships and Butte College collaboration. Superintendent is an elected Board member for the Oroville Chamber of Commerce and Oroville Economic Alliance.	No Cost



Quarterly counseling program newsletter		No Cost	Quarterly counseling program newsletter was not produced.	No Cost
College Connection Program - 30 students enrolled		\$132,000 (LCFF S&C)	30 students attending College Connection Program	\$132,000 (LCFF S&C) Objects 1100, 3000, 4200, 4300, 5200, 5800
Scope of service:	All Schools and Students		Scope of service:	All Schools and Students
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue to revise courses to meet A-G requirements, continue professional development with technology and improvement of academic counseling necessary. Four-year planning software has still not been approved and purchased. Additional time is needed to establish whether actions steps are meeting the identified needs or need adjustment.		

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$ 3,451,249</u>
<p>The targeted supplemental and concentration funding for the Oroville Union High School District is \$3,451,249. We plan to meet our expenditure requirement through a combination of increased and improved services. Increased services includes expanded library hours, increased software in libraries, instructional coaching for English Learner Development sections, bilingual para-educator support, math and English/Language Arts intervention sections, extended day for continuation high school students, MAP diagnostic assessments, extra and co-curricular activities, use of technology to increase parent involvement, positive attendance incentives, home-to-school transportation, Saturday School attendance recovery options, increased campus supervision, in-school suspension to keep students on campus, increased section allocation of funds to provide for increased opportunities, increased enrollment in College Connections Program and increased number of college tours/activities. Improved services include services provided above our core instructional program. These include: improving quality of technology available to staff and students, continue improving quality of ELD Instruction, improve quality of interventions available in Math and ELA, improve quality of nutritious meals for students, improve instruction in CTE courses for rigor and industry standards, and improve four-year planning for students college/career activities. The percentage of unduplicated pupils is 68.36%. For this reason, district-wide increased and improved services will be the most effective method of delivering services to students.</p>	

9/15/16

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

19.88	%
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The District's MPP is 19.88 %  
Since we have over 65% unduplicated count, our programs and services are designed to benefit all students. The district will work to provide intervention services for students who are English Learners, Foster Youth or socio-economically disadvantaged, as well as those students who have been identified as struggling in academic courses or not meeting grade-level standards. These services will be provided in accordance with Section 2. In addition, the district will work to identify and provide necessary Professional Development for teachers to address students with these unique needs.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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.

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(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).

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