

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

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support  
LEA's full data set; specific links to the rubrics are :

LEA Name	Contact Name and Title	
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## [2017-20 Plan Summary](#)

### The Story

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

Ocean Charter School is a TK-8<sup>th</sup> grade independent charter authorized by LAUSD. Located in the Del Rey and Westchester communities, OCS serves Core standards based curriculum that is informed by the core principals of public Waldorf Education. 15% of our students have special needs, 30% of non-white as follows: African American- 5.6%, Asian- 5.8%, Two or More Races – 15.5%, and Hispanic – 23%. The surrounding communities have below the poverty line and 39% - 50% of residents in the surrounding communities are non-white.

Ocean Charter School is a community of families and educators using innovative teaching methods to nurture and educate children in a multi-cultural, achieving academic excellence through experiential learning and to enhancing the growth of curiosity and imagination through the rigorous practice of addresses the whole child, promoting the development of healthy, responsible, and creative human beings. Our graduates will have the vision, desire technology and humanity, and create a sustainable future.

### LCAP Highlights

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

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Key features of this year's LCAP include:

- Focus on safety and accessibility
  - Focus on increasing student achievement, particularly of Latino and Socioeconomically disadvantaged subgroups, in core academic areas of Math and Science
  - Focus on effectiveness of RSP program
  - Focus on targeted support for EL students
  - Focus on raising performance levels with Common Core Math and Writing
  - Focus on recruiting and supporting diverse students and families
  - Focus on further developing positive school climate by continued work on social emotional skills
  - Ongoing commitment to specialized curricular elements (integration of the visual, musical, and performing arts as well as movement and practical life)
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### Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward L stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? The examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance

Greatest Progress

**Areas of Demonstrated Strength and/or Progress**

SBAC SCHOOLWIDE ELA - The schoolwide performance on the SBAC in ELA is at a rate higher than the District average. Ocean's schoolwide percentage of students who Met or Exceeded Expectations is 81.38% which is 18.62 percentage points higher than the District average of 62.76%.

SBAC SCHOOLWIDE MATH - The schoolwide performance on the SBAC in Math is at a rate higher than the District average. Ocean's schoolwide percentage of students who Met or Exceeded Expectations is 72.02% which is 17.78 percentage points higher than the District average of 54.24%.

SBAC SUBGROUP ELA - Some subgroups demonstrated growth from 2015/16 to 2016/17. Two out of five significant subgroups demonstrated growth. Students with Disabilities increased 15.22 percentage points. Two or More Races students increased 9.58 percentage points.

SBAC SUBGROUP MATH - Some subgroups demonstrated growth in performance from 2015/16 to 2016/17. Two out of five significant subgroups demonstrated growth.

Students with Disabilities increased 4.00 percentage points.

White students increased 1.34 percentage points.

ENGLISH LEARNER RECLASSIFICATION - Ocean's percentage of students who are reclassified as English Learners is 20.8% which is higher than the District average. The school's percentage is 3.0% higher than the District's average of 16.8%.

“AT RISK” ENGLISH LEARNERS – The school's percentage of “at risk” English Learners is 5.1% which is lower than the District average. Ocean's percentage is 0.2% lower than the District average of 5.9%.

LONG TERM ENGLISH LEARNERS (LTELs) - Ocean's percentage of Long Term English Learners is 1.2% which is lower than the District average. Ocean's percentage is 0.1% lower than the District average of 1.3%.

	<p>District average of 8.3%.</p> <p>SCHOOL CLIMATE - SUSPENSION RATE- C indicator.</p>
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Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Yellow" rating. Additionally, identify any areas that the LEA has determined need significant improvement in performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

<p>Greatest Needs</p>	<p><b><u>Areas Noted for Further Growth and/or Impr</u></b></p> <p>SBAC SUBGROUP ELA -  White students maintained with 72.22%  Socioeconomically Disadvantaged students decreased 11.94 percentage  Latino students decreased 11.94 percentage</p> <p>SBAC SUBGROUP MATH -</p> <p>Two or More Races students decreased 2 percentage  Socioeconomically Disadvantaged students decreased 11.94 percentage  Latino students decreased 8.61 percentage</p>
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Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the green rating. What steps is the LEA planning to take to address these performance gaps?

<p>Performance Gaps</p>	<p>Socioeconomically disadvantaged students' performance was two or more levels below the green rating while the all school students performed at the green rating. Ocean Charter is targeting intervention support during the school year for socioeconomically disadvantaged students and offering homework support. Students with disabilities had a suspension rate in or above the red rating.</p>
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	in blue. To address this gap, Ocean Charter is work appropriately place students with severe emotional c
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If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, Eng

Increased or Improved Services	As mentioned above, Ocean Charter is targeting into socioeconomically disadvantaged students and offer  In addition, Ocean Charter will continue its support reclassification and to increase performance on the S  Ocean will continue to be prepared to support foster emotionally.
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Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$5,804,658
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$798,116

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the Goals above for the LCAP year not included in the LCAP.

Total Projected LCFF Revenues for LCAP Year	\$4,125,641
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Annual Update

LCAP Year Reviewed: 2017-18

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

<b>Goal 1</b>	Increase pupil achievement among struggling students
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State and/or Local Priorities Addressed by this goal:
State Priorities: 4. Pupil achievement Local Priorities: Academic achievement

Annual Measurable Outcomes

Expected		
<b>State tests and internal benchmark assessments 2017-18</b> Increase of 3% on state or internal assessments for students who scored not yet proficient or under 75% on internal benchmark		Most students achieve socioeconomically ELA, and students

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services
<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirements/Services</b>	<b>For Actions/Services included as contributing to meeting</b>

Students to be Served: English Learners, Low Income

Scope of Service: Limited to Unduplicated Student Group(s)

Location: All Schools

Students to be Served: English Learners, Low Income

Scope of Service: Schoolwide

Location: All Schools

Provide professional development for teachers on differentiation.

Professional development was provided for all class teach

Action 2

Planned Actions/Services	Actual Actions/Services
<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirements:</b> Students to be Served: English Learners, Low Income Scope of Service: Schoolwide Location: All Schools	<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirements:</b> Students to be Served: English Learners, Low Income Scope of Service: Schoolwide Location: All Schools
Math specialist for 2 middle school grades, 6th and 7th.	Math specialist was provided for 6th and 7th grade math c



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Action 3

Planned Actions/Services	Actual Actions/Services
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For Actions/Services included as contributing to meeting Increased or Improved Services	For Actions/Services included as contributing to meeting
Students to be Served: English Learners, Low Income Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools	Students to be Served: English Learners, Low Income Scope of Service: Schoolwide Location: All Schools
Waldorf mentoring	Waldorf mentoring was provided to all class teachers.

### Analysis

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

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

Professional development was provided for teachers on differentiation, but it was not provided early enough or often enough to be as effective as planned. grade math experienced overwhelming classroom management challenges that negatively impacted the support provided to low income and EL student

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

The effectiveness of the professional development on differentiation was lower than expected due to a late start and not enough frequency of training. meeting the needs of low income and EL students as planned. The Waldorf mentoring was effective in supporting teachers with differentiation in the c

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Changes to the professional development provided will include bringing in experts to deepen our teachers' understanding and implementation of differen

A change in math specialist was made to hire someone with ten years experience working with high needs populations, including high percentages of E resulted in a significant increase in the math teacher salary.

Waldorf mentoring will continue as it proved an effective practice for supporting teachers with differentiation through Waldorf methods.

<b>Goal 2</b>	Increase student safety and access on both sites.
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State and/or Local Priorities Addressed by this goal:
State Priorities: 1. Basic; 6. School climate
Local Priorities: Facilities

Annual Measurable Outcomes

Expected		
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Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services
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<b>For Actions/Services included as contributing to meeting Increased or Improved Services</b> Students to be Served: Scope of Service: LEA-wide Location: All Schools	<b>For Actions/Services included as contributing to meeting Increased or Improved Services</b> Students to be Served: Scope of Service: LEA-wide Location: Specific Schools: Del Rey campus
Upgrade fire safety at the Del Rey campus	Fire safety at the Del Rey campus was upgraded. In addition, fire safety equipment was upgraded to ensure safety in the case of an earthquake.

Action 2

Planned Actions/Services	Actual Actions/Services
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services</b>	<b>For Actions/Services not included as contributing to meeting Increased or Improved Services</b>

Students to be Served: All Location: Specific Schools: Del Rey campus	Students to be Served: All Location: Specific Schools: Del Rey campus
Maintain security measures	Maintaining security measures included repairing fences a replacing or fixing motion sensor lights around the campu

Action 3

Planned Actions/Services	Actual Actions/Services
<b>For Actions/Services not included as contributing to meeting Increased or Improved Self-Reported Service</b>	<b>For Actions/Services included as contributing to meeti</b>
Students to be Served: All Location: Specific Schools: Del Rey campus	Students to be Served: Scope of Service: Schoolwide
Keep campus clean and control rodents/pests	Location: Specific Schools: Del Rey campus Additional cleaning hours were added to reduce the need f spread of illness.

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**Analysis**

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

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

The overall actions to achieve greater safety and accessibility at our Del Rey campus were implemented successfully. They included upgrading fire and security services, and maintaining security gates, fences, and lights.

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

The actions proved effective as the AMOs were achieved with no intruders, no preventable injuries due to traffic or equipment, more appropriate yard and rodent infestation due to more frequent and deeper cleaning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Updates to this goal are noted in the focus on more frequent and deeper cleaning to prevent rodent infestations; the emphasis on maintenance of security system installation; and the inclusion of earthquake safety measures (inspection). These changes are found in the actions in the future years.

<b>Goal 3</b>	Improve effectiveness of RSP program for students
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State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement

Local Priorities: Academic achievement

**Annual Measurable Outcomes**

Expected		
<b>Standardized tests and internal benchmark assessments 2017-18</b> Students with special needs will improve their test scores by 3%		Students with spec scores in ELA and

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirements:</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Requirements:</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>
<p>Provide additional training to RSP and Intervention teachers on effective strategies for supporting students with special needs and struggling students</p>	<p>Additional training was provided to RSP and Intervention teachers for supporting students with special needs and struggling students</p>

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Action 2



Planned Actions/Services	Actual Actions/Services
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirements:</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirements:</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>
<p>Hire Welligent support person to manage IEPs and provide professional development.</p>	<p>Professional development and Welligent support were provided by one employee.</p>

Action 3

Planned Actions/Services	Actual Actions/Services
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirements:</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirements:</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>
<p>After school homework club for struggling students based on financial need</p>	<p>After school homework support was provided for struggling students based on financial need.</p>

### Analysis

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

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

The additional training for resource and intervention teachers was provided in a timely manner and by trainers with expertise. The Welligent support personnel were qualified to manage the IEPs. The after school homework support program was implemented at the Westchester campus with grades 4 -8, based on the students who have little to no homework and receive intervention support as needed during the school day.

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

The additional training for resource and intervention teachers was highly effective as evidenced in growth in scores for students with disabilities.

The case management of IEPs in Welligent was somewhat successful in allowing resource teachers to focus on teaching, but there was not enough time to do so. The case manager, Ocean.

The homework support program was somewhat effective but lacked effective student management to make best use of the time. The change in math teacher was through the math specialist.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The training for resource and intervention teachers will continue, and will be expanded to all class teachers due to its effectiveness.

The case management in Welligent will be handled by two people rather than one due to the volume of cases. See increases in special education costs.

The homework support will be led differently due to the new hire who costs more in salary but brings years of experience in supporting struggling students.

<b>Goal 4</b>	Better support EL students in accessing the core curriculum
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State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities: Academic achievement for EL students

Annual Measurable Outcomes

Expected		
<b>Evidence of curricular materials for ELs 2017-18</b> Increase in the number of written materials appropriate for ELs		Appropriate online instead in professio
<b>More targeted EL instruction time 2017-18</b> Increase in the amount of time provided		The amount of EL

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services
<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirements/</b> Students to be Served: English Learners Scope of Service: Schoolwide Location: All Schools	<b>For Actions/Services included as contributing to meeti</b> Students to be Served: English Learners Scope of Service: Schoolwide Location: All Schools

Purchase curricular materials for ELs	Appropriate curricular materials for ELs were found online and training for teachers on how to address the needs of ELs in effectively use materials in EL support classes.
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Action 2

Planned Actions/Services	Actual Actions/Services
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirements:</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirements:</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>
Provide more targeted instruction for ELs	Additional EL instruction was provided.

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### Analysis

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

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

After searching for appropriate EL materials to purchase, it became clear that online sources were the best materials for our EL students. Therefore, research on how to support ELs instead.

Increased times of EL instruction were provided, both in the classroom and outside.

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

Our reclassification rates remain strong which indicates effectiveness of the materials used and of the support provided. Since the EL population is not CDE data or LCFF rubrics to identify growth of ELs on SBAC. Internal assessments and our own analysis, however, indicate growth for ELs in both E

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We will continue to provide the additional support to ELs as needed, both in and out of the classroom.

We will continue to look for appropriate resources to supplement what we have found online and may see expenditures here in the future.

<b>Goal 5</b>	Improve consistency of implementation of common
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State and/or Local Priorities Addressed by this goal:
State Priorities: 2. Implementation of State Standards Local Priorities: Academic achievement

Annual Measurable Outcomes

Expected		
<b>Teacher lesson plans addressing math and writing standards 2017-18</b> Advanced evidence of addressing math and writing standards		Some evidence of standards in teach
<b>Student work demonstrating mastery of math and writing standards 2017-18</b> 80% of student work shows writing and math mastery standards		Student work show math standards, bu for all subgroups.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services

<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Student Achievement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p><b>For Actions/Services not included as contributing to n</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p>
<p>Teacher leaders will provide PD focused on math and writing common core implementation.</p>	<p>Teacher leaders did provide some focused PD on addressing standards, but more is needed.</p>

Analysis

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

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

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.  
 Teacher leaders did provide some professional development focused on math and writing common core standards.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Additional training is needed in both math and writing. We did not spend enough time on these topics in trainings this year, nor did we revisit them. Additional time will be spent on these two topics with possible stipends for mentoring specifically on addressing these two academic areas. These changes will be reflected in the budget.

<b>Goal 6</b>	Recruit and retain more diverse families.
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State and/or Local Priorities Addressed by this goal:
State Priorities: 3. Parent involvement; 4. Pupil achievement; 6. School climate Local Priorities: Supporting diverse students and families through school culture and with academic achievement

Annual Measurable Outcomes

Expected	Actual	Notes
<b>Percent of diverse students 2017-18</b> 20% of total student population		49% of total students
<b>Satisfaction survey results from diverse families 2017-18</b> Baseline established in 2017-18		Not enough survey data collected. However, the work is actively engaging families and feedback loops are being established.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirements:</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Requirements:</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>
<p>Continue use of web-based application and registration processes</p>	<p>Ocean continued use of its web-based application and regi</p>

Action 2

Planned Actions/Services	Actual Actions/Services

<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirements:</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Requirements:</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location: All Schools</p>
<p>Continue website translation into Spanish</p>	<p>Ocean continued the website translation into Spanish.</p>

Action 3

<p style="text-align: center;">Planned Actions/Services</p>	<p style="text-align: center;">Actual Actions/Services</p>
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For Actions/Services included as contributing to meeting Increased or Improved Services	For Actions/Services included as contributing to meeting
<p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p>	<p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group</p> <p>Location: All Schools</p>
<p>Expand in-house supports for diverse families.</p>	<p>In-house supports for diverse families were expanded through translation staff, and Diversity and Equity outreach training.</p>

### Analysis

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

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

The web-based application and registration processes were fully implemented.

The website translation into Spanish has continued and is partially complete.

The in-house support for diverse families was implemented and expanded.

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

The web-based application and registration processes are highly effective based on user feedback and the number of applications received. Parents and which supports our diverse families well.

Positive feedback has been received regarding the ongoing translation of the website into Spanish. Families find the resources informative and are plea

The homework support and Diversity and Equity Committee work has been helpful in supporting diverse families. The committee has created a produc race, gender and equity and is sharing back with the full faculty as well as the broader parent community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Online application and registration as well as website translation will continue.

Support for diverse families will continue, but will look different due to new math teacher leading homework support and to additional planned activitie Equity Committee.

<b>Goal 7</b>	Increase positive school climate by further developi and parents.
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State and/or Local Priorities Addressed by this goal:
State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities: Social emotional health is critical to improving academic achievement and engaging students and families.

Annual Measurable Outcomes

Expected		
<b>Incidences of bullying 2017-18</b> Reduce incidents of bullying from 2016-17 by 1%		Achieved - incider to 17-18.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Student Achievement Goals:</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p><b>For Actions/Services not included as contributing to n</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p>
<p>Provide training to recess supervisors in anti-bullying, sensitivity, and conflict resolution</p>	<p>A brief training was provided to recess supervisors in anti-resolution.</p>

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Analysis

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

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

Some training was provided to recess supervisors on anti-bullying, sensitivity and conflict resolution at the start of the year.

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

While the initial training was helpful in starting the year off, more training and support was needed to deepen understanding and implementation of effective resolution skills in recess supervisors as they support students. As situations occurred throughout the year, more training would have been more effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The support that was planned will be implemented in a more consistent, ongoing manner for the coming year.

<b>Goal 8</b>	Enhance student access to specialized curricular elements
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State and/or Local Priorities Addressed by this goal:
State Priorities: 4. Pupil achievement; 7. Course access

Local Priorities: Providing learning opportunities for the whole child promotes academic achievement and social emotional health.

Annual Measurable Outcomes

Expected		
<p><b>Expand specialized curricular offering, either in terms of content, frequency, and/or depth</b>  <b>2017-18</b>            Increase offering from 16-17 in terms of content, frequency, or depth</p>		<p>The depth of instruction in Cyber Civics, was increased as the program was expanded to include 4th and 5th grade during our Spring Faire.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Student Achievement Goals:</b>            Students to be Served: All            Location: All Schools</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Student Achievement Goals:</b>            Students to be Served: All            Location: All Schools            Training in Cyber Civics was provided to all teachers, TK</p>



Training of 4th -8th grade teachers in Cyber Civics	and digital citizenship and parent support generally.
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Action 2

Planned Actions/Services	Actual Actions/Services
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Student Achievement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p><b>For Actions/Services not included as contributing to n</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Westchester campus</p>
<p>Provide enhanced movement opportunities for K - 8th grade students</p>	<p>Dance instruction was enhanced by expanding our program to include a block with 4th and 5th grade classes in preparation for Spring Faire.</p>

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### Analysis

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

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

Training by an expert was provided for all teachers in Cyber Civics specifically and digital citizenship and parenting in the digital age generally.

Movement, specifically dance, was enhanced by expanding the program to include 4th and 5th grade classes.

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

The Cyber Civics training was effective, but more is needed for our middle school teachers who teach the program. Evidence of the effectiveness is in citizenship mistakes after the classes.

The expansion of the dance program was highly effective as students performed well at the faire. The experience boosted their engagement in and read and collaboration.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Adding in more Cyber Civics training for our middle school teachers is a change resulting from our analysis. We will continue to the dance expansion.

## Stakeholder Engagement

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LCAP Year: **2018-19**

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### Involvement Process for LCAP and Annual Update

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

OCS consulted multiple stakeholder groups as part of the planning process for this LCAP, including: students, teachers, our teachers' union (OCTA), and our Diversity and Equity Committee. These groups reviewed and analyzed numerous sources of information and data to inform the decision making process. Data sources included: ESSA reporting, internal benchmark assessment data from Easy CBMs, Waldorf teacher mentor guidance and reflection, CASSPP scores, CELDT scores, Performance Factor, attendance data, suspension data, IEP compliance reports regarding services and goal achievement, parent attendance at school meetings, and other relevant data. Meetings were held over the course of the year and occurred at least once a month for the Board, 4 times a year for Finance, monthly for the Community Group) and weekly for faculty meetings.

### Impact on LCAP and Annual Update

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

## Goals, Actions, & Services

### Strategic Planning Details and Accountability

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

	(Select from New Goal, Modified Goal, or Unchang
	Modified Goal
Goal 1	Increase student health and safety on both campuses
State and/or Local Priorities Addressed by this goal:	State Priorities: 1. Basic; 4. Pupil achievement; 6. S Local Priorities: Safety, health, attendance, academi
Identified Need:	Campus must be secure so students can learn in a sa experienced a few intrusions that required police att security lights is imperative to student and staff safe bathrooms as clean as possible, particularly during l infection and therefore directly impacts attendance.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
# of intruders	No intruders	No intruders	No intruders
Incidents of rodents/pests	Extermination required 3x/year	Extermination required 3x/year	Extermination required 2x/year
# of waves of extreme absences due to verified spread of illness at school	3 waves of extreme absences due to contagion spread at school	3 waves of extreme absences due to contagion spread at school	2 waves of extreme absences due to contagion spread at school

### Planned Actions / Services

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

Action 1

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

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

OR

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

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

Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
Upgrade fire safety at DR campus	Maintain security fences, gates, and lights at the Del Rey campus	Maintain security fences, gates, and lights at the Del Rey campus

Budgeted Expenditures

	2017-18	2018-19	
Amount	\$2,493	\$2,568	\$2
Source	LCFF	LCFF	LC
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Se

Action 2

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

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

OR

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

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

Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action

Keep campus clean to control pests/rodents	Keep campus clean and control pests/rodents	Keep campus clean
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Budgeted Expenditures

	2017-18	2018-19	
Amount	\$1,566	\$1,613	\$1
Source	LCFF	LCFF	LC
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Se
Amount	\$0	\$22,950	\$2
Source		LCFF	LC
Budget Reference		Classified Salaries	Cl
Amount	\$0	\$5,818	\$6
Source		LCFF	LC
Budget Reference		Employee Benefits	Em

Action 3

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

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

OR

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



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

**Actions/Services**

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Unchanged Action
Increase cleaning services to reduce spread of contagious infections.	Increase cleaning services to reduce spread of contagious infections.	Increase cleaning services to reduce spread of contagious infections.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$27,949	\$22,583	\$22,583
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
		(Select from New Goal, Modified Goal, or Unchanged Goal)	
		Modified Goal	
Goal 2		Increase pupil achievement, especially in Latino and other subgroups, in core academic areas.	
State and/or Local Priorities Addressed by this goal:	State Priorities: 4. Pupil achievement; 5. Pupil engagement Local Priorities: Academic achievement of subgroups		

Identified Need:	Our analysis of SBAC scores showed that while son Socioeconomically students did not meet growth tar give to these two subgroups to help them also achie
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Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
Color band on CDE dashboard for Hispanic subgroup on SBAC in ELA	Green	Green	Blue
Color band on CDE dashboard for Socioeconomically disadvantaged subgroup on SBAC in ELA	Yellow	Yellow	Green
Color band on CDE dashboard for Hispanic subgroup on SBAC in Math	Yellow	Yellow	Green
Color band on CDE dashboard for Socioeconomically disadvantaged subgroup on SBAC in Math	Orange	Orange	Yellow

Planned Actions / Services

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

Action 1

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

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

OR

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

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

Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
Provide professional development for teachers on differentiation.	Provide professional development for teachers specifically on supporting socioeconomically and Hispanic students, from culturally responsive teaching practices to differentiation.	Provide professional development for teachers specifically on supporting socioeconomically and Hispanic students, from culturally responsive teaching practices to differentiation.

Budgeted Expenditures

	2017-18	2018-19	
Amount	\$47,000	\$36,216	\$36,216
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$0	\$11,951	\$11,951
Source		Other State Revenues	Other State Revenues
Budget Reference		Employee Benefits	Employee Benefits

Action 2

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

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

OR

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

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

Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
Hire math specialist for two of our middle school classes.	Hire new, more experienced math specialist for two of our middle school classes.	Retain more experienced math specialist for two of our middle school classes.

Budgeted Expenditures

	2017-18	2018-19	
Amount	\$17,167	\$12,435	\$1

Source	LCFF	LCFF	LC
Budget Reference	Certificated Salaries	Certificated Salaries	Co
Amount	\$33,809	\$31,798	\$3
Source	Federal Revenues - Title I	Federal Revenues - Title I	Fe
Budget Reference	Certificated Salaries	Certificated Salaries	Co
Amount	\$0	\$4,104	\$4
Source		LCFF	LC
Budget Reference		Employee Benefits	Em
Amount	\$0	\$10,494	\$1
Source		Federal Revenues - Title I	Fe
Budget Reference		Employee Benefits	Em

Action 3

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

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

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
Provide Waldorf mentoring for class teachers.	Provide Waldorf mentoring for class teachers, specifically on how to assess students in meaningful ways and then use that information to guide instruction and how to differentiate.	Provide Waldorf mentoring for class teachers, specifically on how to assess students in meaningful ways and then use that information to guide instruction and how to differentiate.

Budgeted Expenditures

	2017-18	2018-19	
Amount	\$9,243	\$12,120	\$12,120
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$0	\$4,070	\$4,070
Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits
		(Select from New Goal, Modified Goal, or Unchanged Goal)	
		Modified Goal	
Goal 3		Continue to improve effectiveness of special education services and increase student performance on SBAC.	
State and/or Local Priorities Addressed by this goal:		State Priorities: 2. Implementation of State Standards	

	Local Priorities: Common Core Standards impleme
Identified Need:	Roughly 15% (or 78 students) of Ocean Charter's rc 13% (or 70 students) participate in our Intervention with special needs and/or learning challenges, meeti our school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
Growth points on CDE dashboard for students with special needs in ELA	16 points below level 3	19 point growth	10 points of growth
Growth points on CDE dashboard for students with special needs in Math	52 points below level 3	4.9 growth points	5 growth points

Planned Actions / Services

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

Action 1

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

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

OR

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

<b>Students to be Served:</b>	<b>Scope of Services:</b>	<b>Location(s):</b>
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(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, All Schools with Special Education, or All Schools without Special Education)
English Learners, Low Income	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Provide additional training to RSP and Intervention teachers on effective strategies for supporting sped students	Provide additional training to RSP and Intervention teachers on effective strategies for supporting sped students	Provide additional training to RSP and Intervention teachers on effective strategies for supporting sped students

Budgeted Expenditures

	2017-18	2018-19	
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$102,813	\$110,773	\$110,773
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$147,299	\$189,210	\$189,210
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$0	\$27,693	\$27,693



Source		LCFF	LC
Budget Reference		Employee Benefits	Er
Amount	\$0	\$57,469	\$6
Source		Other State Revenues	Or
Budget Reference		Employee Benefits	Er
Amount	\$0	\$122,400	\$1
Source		Other State Revenues	Or
Budget Reference		Certificated Salaries	Ce

Action 2

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

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

OR

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

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

Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Hire Welligent support person to manage IEPs and conduct PD	Hire Welligent support person to manage IEPs and conduct PD	Hire Welligent support person to manage IEPs and conduct PD

Budgeted Expenditures

	2017-18	2018-19	
Amount	\$9,425	\$9,707	\$9,707
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 3

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Students with Disabilities	All Schools

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
Provide additional support, such as homework club, for struggling students based on financial need.	Provide additional support, such as homework club, for struggling students based on financial need.	Provide additional support, such as homework club, for struggling students based on financial need.

Budgeted Expenditures

	2017-18	2018-19	
Amount	\$34,500	\$34,231	\$34,231
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$0	\$2,961	\$2,961
Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits
		(Select from New Goal, Modified Goal, or Unchanged Goal)	
		Unchanged Goal	
Goal 4		Better support EL students in accessing the core curriculum	
State and/or Local Priorities Addressed by this goal:		State Priorities: 1. Basic; 2. Implementation of State engagement; 6. School climate Local Priorities: Engaging and supporting EL students	

	standards
Identified Need:	Ocean's EL students are immersed in a language rich curriculum and are making continual progress on reaching fluency. However, they do not have appropriate materials and instruction so they cannot demonstrate English skills and content mastery.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
Quantity of quality written materials for ELS that are relevant to the curriculum	1 curricular reader per grade level plus 1 Language! series	Increase by 1 collection the number of quality of written curricular materials for ELS	Increase by 1 collection the number of quality of written curricular materials for ELS
Instructional support hours (direct and indirect) in service of ELLs	8 hours/campus/week	Increase of 1 hour/week of instructional support (combined instruction and teacher planning)	Increase of 1 hour/week of instructional support (combined instruction and teacher planning)

Planned Actions / Services

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

Action 1

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

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

OR

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

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

Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
Purchase written curricular materials for ELs.	Purchase written or online curricular materials for ELs.	Purchase written or online curricular materials for ELs.

Budgeted Expenditures

	2017-18	2018-19	
Amount	\$1,582	\$1,630	\$1,630
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action 2

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

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

OR

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

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

Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
Provide more targeted instruction to ELLs.	Provide more targeted (direct and collaborative) instruction to ELLs.	Provide more targeted instruction to ELLs.

Budgeted Expenditures

	2017-18	2018-19	
Amount	\$19,529	\$14,378	\$1
Source	LCFF	LCFF	LC
Budget Reference	Classified Salaries	Classified Salaries	Cl
Amount	\$0	\$1,244	\$1
Source		LCFF	LC

Budget Reference		Employee Benefits	E1
		(Select from New Goal, Modified Goal, or Unchang	
		Modified Goal	
Goal 5		Improve consistency of implementation of common students performance on SBAC Writing and Math.	
State and/or Local Priorities Addressed by this goal:		State Priorities: 2. Implementation of State Standard Local Priorities: Common core standards instructor	
Identified Need:		OCS students are not consistently across all subgrou specifically writing. We need to more clearly articu the grade levels so instruction is consistent and built mastery. In Math, instruction needs to better align v thinking and problem solving, especially word prob these types of real world problems.	

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
Teacher lesson plans addressing writing standards	70% of teacher lesson plans indicate clear focus on writing standards	70% of teacher lesson plans indicate clear focus on writing standards	75% of teacher lesson plans indicate clear focus on writing standards
Student work shows mastery of grade level writing standards	75% of student work shows mastery of grade level writing standards	75% of student work shows mastery of grade level writing standards	79% of student work shows mastery of grade level writing standards
Teacher lesson plans demonstrate focus on real world problem solving	75% of teacher lesson plans show focus on real world problems	75% of teacher lesson plans show focus on real world problems	79% of teacher lesson plans show focus on real world problems
Student work shows mastery of grade level, real world word problems on	70% of students show mastery on grade level real world math problems	70% of students show mastery on grade level real world math problems	75% of students show mastery on grade level real world math problems

math tests/quizzes	on test/quizezs	on test/quizzes	on test/quizzes
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Planned Actions / Services

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

Action 1

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

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

OR

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

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

Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
Teacher leaders will provide professional development focused on real world math problems and grade level writing mechanics,	Teacher leaders will provide professional development focused on real world math problems and grade level writing mechanics,	Teacher leaders will provide professional development focused on real world math problems and grade level writing mechanics,



process, and content.	process, and content.	process, and conte
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### Budgeted Expenditures

	2017-18	2018-19	
Amount	\$7,320	\$7,494	\$7
Source	LCFF	LCFF	LC
Budget Reference	Certificated Salaries	Certificated Salaries	Ce
		(Select from New Goal, Modified Goal, or Unchang	
		Unchanged Goal	
Goal 6		Recruit and retain more diverse families.	
State and/or Local Priorities Addressed by this goal:		State Priorities: 3. Parent involvement; 4. Pupil achi Local Priorities: Creating a safe and engaging schoc particularly for students of color and low income stu	
Identified Need:		OCS prioritizes supporting the diversity that already as recruiting more diverse families to join our comm better than schools that lack diversity. Diverse fami needs mindfully and then sharing that success will a	

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
% of diverse students (students of color)	40% of students come from families of color	49% of students come from families of color	50% of students come from fam of color

% of socioeconomically disadvantaged students	15% of students have low socioeconomic status	20% of students have low socioeconomic status	22% of students have low socioeconomic status
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Planned Actions / Services

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

Action 1

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

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

OR

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

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

Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Continue web based application and registration processes to	Continue web based application and registration processes to	Continue web based application and registration processes to

enable easier access for all families.	enable easier access for all families.	enable easier access for all families.
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Budgeted Expenditures

	2017-18	2018-19	
Amount	\$13,500	\$0	\$1
Source	LCFF	LCFF	LC
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Se

Action 2

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

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

OR

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

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

Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Continue website translation into Spanish.	Continue website translation into Spanish.	Continue website translation into Spanish.

Budgeted Expenditures

	2017-18	2018-19	
Amount	\$6,917	\$6,987	\$7,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries

Action 3

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Expand in-house supports for diverse families.	Expand in-house supports for diverse families.	Expand in-house supports for diverse families.

Budgeted Expenditures

	2017-18	2018-19	
Amount	\$12,594	\$12,720	\$12,720
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
			(Select from New Goal, Modified Goal, or Unchanged Goal)
			Unchanged Goal
Goal 7			Increase positive school climate by further developing social-emotional learning skills.
State and/or Local Priorities Addressed by this goal:			State Priorities: 4. Pupil achievement; 6. School climate Local Priorities: Emotional health promotes greater student engagement and learning.
Identified Need:			When students feel safe and comfortable, they relax and turn allows for deeper and more lasting learning. A healthy and safe school environment leads to long term academic and personal success.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
Incidences of bullying# and severity of incidents in 2016-17	# and severity of incidents in 2016-17	Reduce by 1%	Reduce by 1%

Planned Actions / Services

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

Action 1

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or S
All	All Schools

OR

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

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

Actions/Services

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

Provide training to recess supervisors in anti-bullying, sensitivity, and conflict resolution.	Provide training to recess supervisors in anti-bullying, sensitivity, and conflict resolution.	Provide training to recess supervisors in anti-bullying, sensitivity, and conflict resolution.
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Budgeted Expenditures

	2017-18	2018-19	
Amount	\$8,366	\$8,552	\$8,552
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
		(Select from New Goal, Modified Goal, or Unchanged Goal)	
		Unchanged Goal	
Goal 8	Enhance student access to specialized curricular elements		
State and/or Local Priorities Addressed by this goal:		State Priorities: 4. Pupil achievement; 5. Pupil engagement and leadership Local Priorities: Increasing student engagement and leadership	
Identified Need:		Healthy intellectual, physical, and emotional student curricular elements that nurture the head, the heart and the hands. If students are nurtured, and not just their intellect, they are healthy, empathic individuals capable of greater collaboration.	

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
Expand specialized curricular offerings, either in terms of content, frequency, and/or depth	Offerings in 2016-17	Increase in terms of content, frequency and/or depth	Increase in terms of content, frequency and/or depth

Planned Actions / Services

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<b>Students to be Served:</b>	<b>Location(s):</b>
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or S
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<b>Students to be Served:</b>	<b>Scope of Services:</b>	<b>Location(s):</b>
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All S Grade Spans)

Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Train 4 <sup>th</sup> -8 <sup>th</sup> teachers in Cyber Civics.	Train 4 <sup>th</sup> -8 <sup>th</sup> teachers in Cyber Civics.	Train 4 <sup>th</sup> -8 <sup>th</sup> teach

Budgeted Expenditures



	2017-18	2018-19	
Amount	\$1,946	\$1,996	\$2
Source	LCFF	LCFF	LC
Budget Reference	Certificated Salaries	Certificated Salaries	C

Action 2

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

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

OR

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

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

Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Mo
Unchanged Action	Modified Action	Unchanged Action

Provide enhanced movement opportunities for K-8 <sup>th</sup> students.	Continue enhanced movement activities and expand music class options.	Continue enhanced options.
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Budgeted Expenditures

	2017-18	2018-19	
Amount	\$9,699	\$9,951	\$1
Source	LCFF	LCFF	LC
Budget Reference	Certificated Salaries	Certificated Salaries	C

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: <b>2018-19</b>			
Estimated Supplemental and Concentration Grant Funds:	\$205,494	Percentage to Increase or Improve Services:	5.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide action/service ([see instructions](#)).

LCAP Year: <b>2017-18</b>			
Estimated Supplemental and Concentration Grant Funds:	\$144,025	Percentage to Increase or Improve Services:	4.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide action/service ([see instructions](#)).

Expenditure Summary

<b>Expenditures by Budget Category</b>				
<b>Budget Category</b>	<b>2017 Annual Update Budgeted</b>	<b>2017 Annual Update Estimated Actual</b>	<b>2018</b>	<b>2019</b>
All Budget Categories	\$513,151	\$460,862	\$798,116	
1000-1999 Certificated Salaries	134,550	89,318	242,962	
2000-2999 Classified Salaries	323,652	258,162	391,249	
3000-3999 Employee Benefits	0	68,796	125,804	
4000-4999 Books and Supplies	1,582	1,970	1,630	
5000-5999 Services and Other Operating Expenses	53,367	42,616	36,471	

<b>Expenditures by Funding Source</b>				
<b>Funding Source</b>	<b>2017 Annual Update Budgeted</b>	<b>2017 Annual Update Estimated Actual</b>	<b>2018</b>	<b>2019</b>
All Funding Sources	\$513,151	\$460,862	\$798,116	
Other State Revenues	156,724	153,249	426,953	
Federal Revenues - Title I	33,809	28,868	42,292	
LCFF Base/Not Contributing to Increased or Improved Services	56,846	20,027	149,627	
LCFF S & C/Contributing to Increased or Improved Services	265,772	258,718	179,244	

<b>Expenditures by Budget Category and Funding Source</b>					
<b>Budget Category</b>	<b>Funding Source</b>	<b>2017</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>

		<b>Annual Update Budgeted</b>	<b>Annual Update Estimated Actual</b>		
All Budget Categories	All Funding Sources	\$513,151	\$460,862	\$798,116	
1000-1999 Certificated Salaries	Other State Revenues	0	19,227	158,616	
1000-1999 Certificated Salaries	Federal Revenues - Title I	33,809	0	31,798	
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	27,331	9,103	40,113	
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	73,410	60,988	12,435	
2000-2999 Classified Salaries	Other State Revenues	147,299	112,356	189,210	
2000-2999 Classified Salaries	Federal Revenues - Title I	0	23,030	0	
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	0	5,240	69,901	
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	176,353	117,536	132,138	
3000-3999 Employee Benefits	Other State Revenues	0	21,666	69,420	
3000-3999 Employee Benefits	Federal Revenues - Title I	0	5,838	10,494	
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	0	3,664	12,849	

3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	37,628	33,041
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	1,582	1,970	1,630
5000-5999 Services and Other Operating Expenses	Other State Revenues	9,425	0	9,707
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	29,515	2,020	26,764
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	14,427	40,596	0

**Expenditures by Goal and Funding Source**

<b>Funding Source</b>	<b>2018</b>	<b>2019</b>
Increase student health and safety on both campuses.		
All Funding Sources	\$55,532	\$56,527
LCFF Base/Not Contributing to Increased or Improved Services	55,532	56,527
Increase pupil achievement, especially in Latino and Socioeconomically disadvantaged subgroups, in core academic areas.		
All Funding Sources	\$123,188	\$124,555
Other State Revenues	48,167	49,366
Federal Revenues - Title I	42,292	42,373
LCFF Base/Not Contributing to Increased or Improved Services	16,190	16,432
LCFF S & C/Contributing to Increased or	16,539	16,384

Improved Services		
Continue to improve effectiveness of special education and intervention program to see further gains in student performance on SBAC.		
All Funding Sources	\$554,444	\$560,714
Other State Revenues	378,786	383,299
LCFF Base/Not Contributing to Increased or Improved Services	37,192	37,564
LCFF S & C/Contributing to Increased or Improved Services	138,466	139,851
Better support EL students in accessing the core curriculum as they gain EL proficiency.		
All Funding Sources	\$17,252	\$17,456
LCFF S & C/Contributing to Increased or Improved Services	17,252	17,456
Improve consistency of implementation of common core math and writing standards to improve students performance on SBAC Writing and Math.		
All Funding Sources	\$7,494	\$7,673
LCFF Base/Not Contributing to Increased or Improved Services	7,494	7,673
Recruit and retain more diverse families.		
All Funding Sources	\$19,707	\$33,404
LCFF Base/Not Contributing to Increased or Improved Services	12,720	26,347
LCFF S & C/Contributing to Increased or Improved Services	6,987	7,057
Increase positive school climate by further developing social emotional skills.		
All Funding Sources	\$8,552	\$8,742

LCFF Base/Not Contributing to Increased or Improved Services	8,552	8,742
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Enhance student access to specialized curricular elements.

All Funding Sources	\$11,947	\$12,257
LCFF Base/Not Contributing to Increased or Improved Services	11,947	12,257

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

<b>Funding Source</b>	<b>2017 Annual Update Budgeted</b>	
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Increase pupil achievement among struggling students in core academic areas.

All Funding Sources	\$107,219	
Federal Revenues - Title I	33,809	
LCFF S & C/Contributing to Increased or Improved Services	73,410	

Increase student safety and access on both sites.

All Funding Sources	\$30,442	
LCFF Base/Not Contributing to Increased or Improved Services	29,515	
LCFF S & C/Contributing to Increased or Improved Services	927	

Improve effectiveness of RSP program for students with special needs.

All Funding Sources	\$294,037	
Other State Revenues	156,724	
LCFF S & C/Contributing to Increased or Improved Services	137,313	



Better support EL students in accessing the core curriculum as they gain EL proficiency.		
All Funding Sources		\$21,111
Federal Revenues - Title I		0
LCFF S & C/Contributing to Increased or Improved Services		21,111
Improve consistency of implementation of common core math and writing standards		
All Funding Sources		\$7,320
LCFF Base/Not Contributing to Increased or Improved Services		7,320
Recruit and retain more diverse families.		
All Funding Sources		\$33,011
LCFF S & C/Contributing to Increased or Improved Services		33,011
Increase positive school climate by further developing social emotional skills in students, faculty and parents.		
All Funding Sources		\$8,366
LCFF Base/Not Contributing to Increased or Improved Services		8,366
Enhance student access to specialized curricular elements.		
All Funding Sources		\$11,645
LCFF Base/Not Contributing to Increased or Improved Services		11,645