

+§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**LEA: Oroville City Elementary School DistrictContact: Dr. Penny Chennell-Carter, Superintendent, pchennel@ocesd.org, (530) 532-3000 x 3001LCAP Years: 2014-15, 2015-16, and 2016-17***Local Control and Accountability Plan and Annual Update Template***

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: *efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>In the fall of 2013, participants were invited to participate in the District Local Control Accountability Plan (LCAP) Committee. The goal was to have representation from a broad constituency including parents, classified staff, teachers, and administrators. The principals spoke to parents at their School Site Councils. Both the certificated and classified unions actively solicited membership from their respective members. As a result, we had from 22-31 participants at our meetings.</p> <p>The first meeting was held on November 18, 2013. The role of the committee was presented: to gather goals, information, and submit recommendations to the Board. The committee members were given notes that outlined the State LCAP priorities, Board Goals for 2013-14, and an article from the Department of Finance's Website: Overview of the Local Control Funding Formula Proposal. Collecting data to identify current District strengths and needs was then discussed.</p>	<p>OCESD engaged parents and staff members including teacher, classified, and administrative participants in order to have a balanced representation.</p> <p>Participants were given a timeline and future dates of the upcoming LCAP meetings.</p> <p>The meeting gave participants a clearer vision and purpose of the LCAP initiative.</p>
<p>The LCAP Committee met again on January 13, 2014. The goal of this meeting was to identify District strengths and needs in each of the eight State priorities. Working in groups, the participants received information from a variety of sources: Highly Qualified Report, Resolution on Sufficiency of Textbooks, Academic Program Survey, Education Code Section 51220, API/AYP Testing Results, English Learner Reclassification Rates, Enrollment in GATE, CELDT Test Data, and Physical Education Tests attendance rates, suspension/expulsion rates, and the Healthy Kids Survey. After reviewing the information, participants recorded the strengths and needs in each priority area. They were to share the information that was generated at this meeting with their colleagues.</p>	<p>Identifying the strengths and needs of OCESD helped to narrow the focus of the LCAP priorities as well as provide participants with a snap shot of the current reality of the District.</p> <p>Sharing the information with colleagues and peers helped to expand the involvement of the initiative as well as capture thoughts of additional stakeholders.</p>
<p>At the third LCAP meeting held on January 27, 2014, the Assistant Superintendent of Business presented District budget data. The superintendent then asked the group to think about their personal vision and the dreams they have for our children. The participants also saw the video "Sir Ken Robinson on School Reform." All participants were expected to come to the next meeting with their top 3-5 priorities for the Oroville City Elementary School District.</p>	<p>The budget history presentation gave participants a picture of where the District has made necessary adjustments to meet the budgetary constraints during the budget crisis. It also helped participants focus on specific needs for improvement.</p> <p>The Sir Ken Robinson video initiated out of the box thinking and inspired participants to consider a positive vision for students.</p>

Involvement Process	Impact on LCAP
<p>The purpose of the February 10, 2014, LCAP Committee meeting was for the committee members to identify their top 3-5 District priorities. Committee members then self-selected into three different groups. Each group identified his/her top priorities. Individual priorities were noted and duplications were identified. Low-income students, English learners, and foster youth were considered as group priorities were developed. The Associate Superintendent facilitated the discussion and recording of the top eight priorities that each group reported. Various committee members advocated for their priorities.</p>	<p>The purpose of this meeting was for participants to work together to prioritize the priorities of the LCAP, as well as provide an opportunity for individuals to advocate interests. The process encouraged a feeling and practice of consensus.</p>
<p>The fifth meeting of the District LCAP Committee was held on April 10, 2014. During that session, the 21 participants in attendance reviewed norms, the purpose of the LCAP Committee, and a draft of the LCAP plan. To review the draft plan, committee members were divided into three groups. Each group was led by an administrator. Committee members rotated among the three groups and had the opportunity to review and comment on each section of the LCAP. All suggestions were recorded on flip charts. The suggestions were typed and sent to all committee members.</p>	<p>As a result of this meeting, all committee members had the opportunity to review the draft LCAP plan and make comments and suggestions. These comments were considered during the rewriting of the plan. The superintendent also wrote a response to each suggestion and distributed these to all committee members.</p>
<p>In addition to the District LCAP Committee, there were regular reports and discussions of the LCAP during our OETA CFIER process, including meetings on February 28, April 10, and May 13, 2014. The District also had representation at the Foster Youth LCAP Meeting on April 9, 2014, at the BCOE Lincoln Center. On May 7, 2014, the superintendent attended a District Advisory Committee Meeting to present the draft LCAP to that group. Both she and the bilingual resource teacher facilitated the District English Language Advisory Committee on May 22, 2014, and presented the draft LCAP plan to the parents of English learners.</p> <p>First Public Hearing Date: June 18, 2014 Second Public Hearing and Approval Date: June 26, 2014</p>	<p>In preparing the final LCAP draft, the District reviewed all of the materials and input that was received from these groups.</p>

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Goal 1: Oroville City Elementary School District will support the Conditions of Learning by:

- 1.1 Hiring and retaining a high quality staff
- 1.2 Implementing the Common Core State Standards adopted by the State for all pupils
- 1.3 Maintaining a school library at all schools to support the implementation of the common core
- 1.4 Implementing Class Size Reduction at all elementary schools
- 1.5 Providing access to a broad course of study

Goal 2: Oroville City Elementary School District will address Pupil Outcomes by:

- 2.1 Demonstrating high expectations for academic growth on local assessments for all pupils
- 2.2 Increasing English learner reclassification rates
- 2.3 Reducing the achievement gap among identified subgroups

Goal 3: Oroville City Elementary School District will support Engagement by:

- 3.1 Promoting parent participation and decision-making
- 3.2A Improving student attendance
- 3.2B Improving school climate and safety
- 3.3 Improving the educational environment for students.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Maintain highly qualified teachers and paraprofessionals providing instruction to students at all sites in the District.</p> <p>Metric: <i>Highly Qualified Teacher Report, School Accountability Report Cards, and Instructional Material Resolution.</i></p>	<p>Goal 1 – OCESD will support the Conditions of Learning by:</p> <p>1.1 Hiring and retaining a high quality staff.</p>	All students including low income, English Learners, foster youth and students with disabilities.	LEA-wide	1.1 100% of our students will be instructed by highly qualified teachers that are appropriately assigned and highly qualified paraprofessionals.	1.1 100% of our students will be instructed by highly qualified teachers that are appropriately assigned and highly qualified paraprofessionals.	1.1 100% of our students will be instructed by highly qualified teachers that are appropriately assigned and highly qualified paraprofessionals.	Basic (Priority 1) Implementation of State Standards (Priority 2) Course Access (Priority 7)	
<p>Need: Fully implement common core state standards with increased use of technology to support 21st century skills: critical thinking, creativity, communication, and collaboration.</p> <p>Metric: <i>The District will move from transition to</i></p>	<p>1.2/1.3A Implementing the Common Core State Standards adopted by the State for all pupils.</p> <p>1.2/1.3B All schools will maintain a</p>	All students including low income, English Learners, foster youth and students with disabilities.	LEA-wide	<p>1.2/1.3A Students will experience increased instruction in Common Core State Standards through project-based learning and performance-based assessment.</p> <p>1.2/1.3B 100% of students will have access to a school library.</p>	1.2/1.3A Students will experience instruction in the Common Core State Standards and demonstrate proficiency in project-based learning and performance –based assessments.	1.2/1.3A Students will experience instruction in the Common Core State Standards and demonstrate proficiency in project-based learning and performance –based assessments.	1, 2, and 7	

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><i>implementation phase as described in the CCSS Systems Implementation Guide.</i> <i>APS (mathematics and ELA; classroom observations).</i> State and Local Assessments Student performance English Learner assessments</p> <p>Need: A lower class size in order to better meet the needs of TK-3 students. Metric: Lower class size average in Grades TK-3. Student achievement Attendance rates, chronic absenteeism rates, and expulsion rates.</p>	<p>school library to support implementation of the common core.</p> <p>1.2/1.3C Implementing Class Size reduction at all elementary schools.</p>	<p>1.2/1.3 All TK-3 students including low income, English Learners, foster youth and students with disabilities.</p>	<p>All elementary schools (Wyandotte is an identified QEIA school with a 20:1 TK-3 ratio).</p>	<p>1.2/1.3C Elementary school students in Grades TK-3 will experience lower class sizes toward the goal of 24:1.</p>	<p>1.2/1.3C Students in Grades TK-3 will experience a lower class size toward the goal of 24:1. With the ending of the QEIA grant, TK-3 at Wyandotte Avenue School will have a class size of 24:1.</p>	<p>1.2/1.3C All students in Grades TK-3 will have class sizes of 24:1.</p>		

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Same need and metric as above	1.3 Providing access to a broad course of study.		Stanford Avenue LEA-wide	1.3A All Stanford Avenue students will participate in at least one integrated STEM unit each trimester. 1.3B 6 th -8 th grade students will articulate the NGSS and will present hands-on lessons to students. Students will participate in science based hands-on lessons.	1.3A All Stanford Avenue students will participate in 4-5 integrated STEM units each trimester. 1.3B 6 th -8 th grade students will articulate the NGSS and will present hands-on lessons to students. Students will participate in science based hands-on lessons.	1.3A All Stanford Avenue students will participate in 6 integrated STEM units each trimester. 1.3B 6 th -8 th grade students will articulate the NGSS and will present hands-on lessons to students. Students will participate in science based hands-on lessons.	1, 2, and 7	
Need: The District needs a common core-aligned assessment system to inform instruction. Metric: <i>District Interim Assessments; CST Science (2014-2015), SBAC (2014-2015), API (2016-2017), CELDT, ELPAC (2016-2017), English learner</i>	Goal 2 – OCESD will address Pupil Outcomes by: 2.1 Demonstrating high expectations for academic growth on local.	All students including low income, English Learners, foster youth and students with disabilities.	LEA-wide Central Middle School	2.1A Students will take the SBAC assessments for the purpose of measuring the effectiveness of common core instruction and establishing baseline data. 2.1B Students participating in the CrossFit program will establish baseline data that will be collected to	2.1A Students will experience improved common core instructional strategies based on SBAC assessment results with proficiency of 3%. 2.1B Compared to the 2014-15 school year, the number of students participating in Physical	2.1A Students will experience improved common core instructional strategies based on SBAC assessment results with proficiency of 4%. 2.1B Compared to the 2015-16 school year, the number of students participating in Physical	Pupil Achievement (Priority 4) Other Pupil Outcomes (Priority 8)	

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<p><i>reclassification rate</i> <i>College Readiness</i> <i>(Not Applicable)</i> <i>Percentage of pupils completing A-G or CTE sequences or ROP or Partnership Academies (Not Applicable)</i> <i>Percentage of pupils passing AP exam with score of 3 or higher (Not Applicable)</i> <i>Percentage of pupils demonstrating college preparedness (EAP) (Not Applicable)</i></p> <p>Need: Increase engagement in physical fitness activities and student fitness levels.</p> <p>Metric: State physical fitness criteria for Grade 7;</p>	assessments for all pupils.				measure students participating in Physical Education.	Education will increase by 5%.	Education will increase by 7%.	

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<i>daily participation in CrossFit program; attendance rates as measured by the SARC.</i>								
Need: Increase the number of English learner students being reclassified and to reduce the achievement gap. Metric: <i>English learner reclassification rate, State and local student achievement data.</i>	2.2 Increasing English learner reclassification rates/ reducing the achievement gap among subgroups.		LEA-wide		2.2 EL students will begin being introduced to the new ELD standards. Reclassification rates will increase by 1%.	2.2 Integration of the ELD standards is increased into lessons. Reclassification rates will be increased by an additional 1%.	2.2 Integration of the ELD standards is increased into lessons. Reclassification rates will be increased by an additional 1%.	Priority 4 and 8
Need: Increase academic achievement of identified sub groups. Metric: <i>Same as 2.1</i>	2.3 Reducing the achievement gap among identified subgroups.				2.3 Establish baseline data of academic achievement from students of identified subgroups	2.3 Due to Response to Interventions, students will demonstrate a closing of the achievement gap by 1%.	2.3 Due to Response to Interventions, students will demonstrate a closing of the achievement gap by an additional 1%.	Priority 4 and 8

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<p>Need: Increased parent participation and decision-making.</p> <p>Metric: Sign in sheets; Participation in school/District committees and activities; parent participations. Student attendance and achievement.</p>	<p>Goal 3 – OCESD will support Engagement by:</p> <p>3.1 Promoting of parent participation and decision making.</p>	<p>All students including low income, English Learners, foster youth and students with disabilities.</p>	<p>LEA-wide</p>	<p>3.1 The Parent Coordinator will collect baseline data on the parent participation of District and school events/committees.</p>	<p>3.1 As a result of increased parent participation and decision making, students will improve their attendance by 15%.</p>	<p>3.1 As a result of increased parent participation and decision making, students will improve their attendance by an additional 25%.</p>	<p>Parent Involvement (Priority 3) Pupil Engagement (Priority 5) School Climate (Priority 6)</p>	

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<p>Need: To increase the sense of safety and school connectedness between parent, student, and school.</p> <p>Metric: Student suspension, expulsion, middle school drop-out rates, chronic absenteeism rates, attendance rates; surveys of pupils, parents, and teachers; parent sign-in sheets at school events.</p>	<p>3.2A Improving student attendance.</p> <p>3.2B Improving school climate and safety.</p>	Same as above	LEA-wide	<p>3.2A The District will provide home to school transportation according to board policy. The school clerks will collect baseline data to measure student suspensions and attendance District-wide.</p> <p>3.2B Students will participate in the school climate survey in order to establish baseline data to measure their connectedness and safety. Noon duty supervisors will monitor behaviors during lunch and recess to support a safe environment.</p> <p>3.2Bb Students expelled will participate in Community Day School and adhere to a Rehabilitation Plan in</p>	<p>3.2A The District will provide home to school transportation according to board policy Compared to the 2014-2015 school year, suspensions will decrease by 5%. The student attendance average will be 93% or higher.</p> <p>3.2B Compared to the 2014-15 school year, the school climate survey will reflect a 3% increase in school connectedness and safety to reflect school pride. Noon duty supervisors will monitor behaviors during lunch and recess to support a safe environment.</p> <p>3.2Bb Students expelled will participate in Community Day School and adhere to a Rehabilitation Plan in</p>	<p>3.2A The District will provide home to school transportation according to board policy Compared to the 2015-16 school year, suspensions will decrease by 10%. The student attendance average will be 93% or higher.</p> <p>3.2B Compared to the 2015-16 school year, the school climate survey will reflect a 4% in school connectedness and safety to reflect school pride. Noon duty supervisors will monitor behaviors during lunch and recess to support a safe environment.</p> <p>3.2Bb Students expelled will participate in Community Day School and adhere to a Rehabilitation Plan in</p>	Priority 3, 5, and 6	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					order to continue grade level education and return to their home school. 3.2A/3.2B Health Aides will log all student related health issues to identify patterns of concern and make parent contacts.	order to continue grade level education and return to their home school. 3.2A/3.2B Health Aides will log all student related health issues to identify patterns of concern and make parent contacts. The student attendance average will be 93% or higher.	order to continue grade level education and return to their home school. 3.2A/3.2B Health Aides will log all student related health issues to identify patterns of concern and make parent contacts. The student attendance average will be 93% or higher.	
Need: Maintain and improve all school facilities. Metric: FIT Report in SARC School Climate Survey District 5-Year Maintenance Plan The number of wireless access points for every 8 students.	3.3 Improving the educational environment for students.	Same as above	LEA-wide		3.3A The District will determine the number of wireless access at each site. 3.3B Develop and begin to implement an updated 5 year plan to establish facilities priorities including HVAC, roofing,	3.3A Compared to the 2014-15 school year, student access to wireless internet will increase by a minimum of 3%. 3.3B Assess, revise, and continue implementation of the 5 year facility plan.	3.3A Compared to the 2015-16 school year, student access to wireless internet will increase by a minimum of 5%. 3.3B Assess, revise, and continue implementation of the 5 year facility plan.	Priority 3, 5, and 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<i>Attendance rates; school discipline rates; participation rates; student achievement data; course passage rates with C or higher for middle school students; promotion rates for 8th grade students.</i>					building envelope, building interior, asphalt/site improvements, and solar energy.			

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1 – OCESD will support the Conditions of Learning by: 1.1 Hiring and retaining a high quality staff.	Basic (Priority 1) Implementation of State Standards (Priority 2) Course Access (Priority 7)	1.1 The District will improve current practice of recruiting, hiring, and retaining highly qualified professionals.	LEA-wide		1.1 The District will implement an improved job opportunity web page, the web-based application process and interviewing, and update the Job Opportunity Board. LCAP Expenditures: \$2,220 – LCFF Base	1.1 The District will have a computer at the District Office that is accessible to applicants. LCAP Expenditures: \$6,400 – LCFF Base	1.1 The District will implement online CODESP testing. LCAP Expenditures: \$4,100 – LCFF Base
		1.1A The District will have a competitive salary schedule that is comparable to districts identified in the collective bargaining agreements.			1.1A The District will identify quality professional development for instructional aides and library clerks. LCAP Expenditures: \$2,500 LCFF S & C/Title I	1.1A The District will implement CCSS workshops and online training for instructional aides and library clerks. Any training beyond regular hours will be compensated. LCAP Expenditures: \$2,500 LCFF S & C/Title I	1.1A The District will continue to implement CCSS workshops and online training for instructional aides and library clerks. Any training beyond regular hours will be compensated. LCAP Expenditures: \$2,500 LCFF S & C/Title I
Goal 1 – OCESD will support the Conditions of Learning by: 1.2A Implementing the Common Core State Standards adopted by the State for all pupils.	Priority 1, 2, and 7	1.2A/1.3 Pupils will have access to the CCSS aligned instructional materials including e-books where applicable.	LEA-wide		1.2A/1.3 The Board will adopt Common Core math instructional materials and will purchase supplemental materials in the Common Core State Literacy Standards in ELA, science, and social studies. LCAP Expenditures: \$310,000 – LCFF S & C	1.2A/1.3 The District will implement the adopted core math instructional materials and provide training. The District will implement supplemental materials in the Literacy Standards in ELA, science, and social studies. LCAP Expenditures: \$60,000 – LCFF S & C	1.2A/1.3 The Board will adopt core ELA instructional materials. The District will continue to implement the CCSS using the adopted math core materials and the literacy supplemental materials. LCAP Expenditures: \$50,000 – LCFF S & C

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>1.2Ab/1.3 Teachers will work in PLCs to demonstrate student ability to communicate, collaborate, think critically, and be creative. The District will provide grade level and site level planning and collaboration time.</p> <p>1.2Ac/1.3 The District will provide educators with a working document that demonstrates the commonalities between mathematical practices and literacy. A component of the planning and collaboration time will be an introduction to the NGSS and use of technology in instruction.</p> <p>1.2Ad/1.3 The District will continue to support primary instructional aides in order to achieve academic achievement.</p>			<p>1.2Ab/1.3 Working in PLC s, teachers will revise, refine, and implement common core units in mathematics and ELA.</p> <p>LCAP Expenditures: \$58,000 – Title I</p> <p>1.2Ac/1.3 Teachers will increase awareness of the commonalities between the mathematical practice standards and the literacy standards, and become aware of the NGSS as provided in District-wide grade level meetings.</p> <p>LCAP Expenditures: \$87,000 – Title I</p> <p>1.2Ad/1.3 Primary aides will be placed strategically to help small group instruction.</p> <p>LCAP Expenditures: \$283,000 – Title I/LCFF S & C</p>	<p>1.2Ab/1.3 Working in PLC s, teachers will revise, refine, and implement common core units in mathematics and ELA.</p> <p>LCAP Expenditures: \$58,000 – Title I</p> <p>1.2Ac/1.3 Teachers begin transition by planning instruction and curriculum to support the commonalities between the mathematical practice standards and the literacy standards, and begin implementation of the NGSS. Collaboration time will continue to be offered in grade level meetings.</p> <p>LCAP Expenditures: \$87,000 – Title I</p> <p>1.2Ad/1.3 Primary aides will continue to be placed to help small group instruction.</p> <p>LCAP Expenditures: \$283,000 – Title I/LCFF S & C</p>	<p>1.2Ab/1.3 Working in PLCs, teachers will revise, refine, and implement common core units in mathematics and ELA.</p> <p>LCAP Expenditures: \$58,000 – Title I</p> <p>1.2Ac/1.3 During the transition years, teachers will refine, revise, and implement curriculum supporting the commonalities between the mathematical practice standards and the literacy standards, and will implement the NGSS. Collaboration time will continue to be offered in grade level meetings.</p> <p>LCAP Expenditures: \$87,000 – Title I</p> <p>1.2Ad/1.3 Primary aides will continue to be placed to help small group instruction.</p> <p>LCAP Expenditures: \$283,000 – Title I/LCFF S & C</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		1.2Ae/1.3 Students will be able to access information through books and technology at each site.			1.2Ae/1.3 The District will maintain library clerks and instructional resource contracts to support the common core. LCAP Expenditures: \$97,000 – LCFF S & C Site Funds	1.2Ae/1.3 The District will continue to maintain library clerks and instructional resource contracts to support the common core. LCAP Expenditures: \$97,000 – LCFF S & C Site Funds	1.2Ae/1.3 The District will continue to maintain library clerks and instructional resource contracts to support the common core. LCAP Expenditures: \$97,000 – LCFF S & C Site Funds
Goal 1 – OCESD will support the Conditions of Learning by: 1.2B Providing Class Size Reduction at all elementary schools.	Priority 1, 2, and 7	1.2B/1.3 To better meet the instructional needs of TK-3 students, the District will provide a lower class size average – 24:1.	All elementary schools		1.2B/1.3 The District will hire teachers to transition to the goal of 24:1 in Grades TK-3. LCAP Expenditures: \$130,000 – LCFF Base	1.2B/1.3 The District will hire teachers to transition to the goal of 24:1 in Grades TK-3. LCAP Expenditures: \$130,000 – LCFF Base	1.2B/1.3 The District will hire teachers in order to meet the goal of 24:1 in Grades TK-3. LCAP Expenditures: \$130,000 – LCFF Base
Goal 1 – OCESD will support the Conditions of Learning by: 1.3 Providing access to a broad course of study.	Priority 1, 2, and 7	1.3 The District will implement the academic and performance standards as demonstrated in the adopted Next Generation Science Standards (NGSS).	LEA-wide		1.2/1.3 With District support, all teachers will gain awareness of the Next Generation Science Standards (NGSS). The District will provide collaboration time to support the reorganization of the Grade 6-8 science program with NGSS. Stanford Ave and representative school teachers will participate in the iSTEM Planning and Instruction Grant and other STEM professional development. The District will provide computers, microscopes, and	1.2/1.3 Teachers will begin transition year to implement the NGSS Standards as demonstrated by performance-based outcomes. The District will provide collaboration time and professional development for the purpose of organizing and planning curriculum and instruction. Teachers may explore and experiment with materials and resources. Stanford Avenue and representative school teachers will participate in the iSTEM Planning and Instruction Grant and other STEM professional development. The District will provide computers,	1.2/1.3 Teachers will begin transitioning to implementation of the NGSS Standards as demonstrated by performance-based outcomes. Teachers in Grades 6-8 will begin implementation of the reorganized NGSS Standards using supplemental materials. Stanford Avenue and representative school teachers will participate in the iSTEM Planning and Instruction Grant and other STEM professional development. Teachers will implement the NGSS Standards through increased opportunities for performance-based outcomes. The District

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					other science materials. LCAP Expenditures: \$33,700 – LCFF S & C Site Funds	microscopes, and other science materials. LCAP Expenditures: \$64,200 – LCFF S & C Site Funds	will provide computers, microscopes, and other science materials. LCAP Expenditures: \$64,200 – LCFF S & C Site Funds
Goal 2 – OCESD will address Pupil Outcomes by: 2.1 Demonstrating high expectations for academic growth on local assessments for all pupils.	Pupil Achievement (Priority 4) Other Pupil Outcomes (Priority 8)	2.1 The District will adopt and implement a computer-adaptive assessment system aligned with CCSS for ELA and mathematics and maintain collection of data. 2.1A The District will implement the Smarter Balanced Assessment Consortium state assessment.	LEA-wide		2.1 The District will purchase a computer-adaptive assessment system for K-8. All teachers will receive training on the system. The District will continue using the results of the District interim assessments for the purpose of instruction. A needs assessment will be administered for the purpose of identifying the validity of the new assessment. Local assessment results will be used for parent/teacher conferences. LCAP Expenditures: \$65,840 – Title I 2.1A Teachers will look at SBAC resources. Students will take practice tests in preparation for the SBAC summative tests. LCAP Expenditures: \$0	2.1 The District will continue using the results of the District interim assessments for the purpose of instruction. The reports will be used for parent/teacher conferences. The District will evaluate the system used in 2014-15 and consider the SBAC interim and formative assessment system. LCAP Expenditures: \$65,840 – Title I 2.1A Students will take practice tests in preparation for the SBAC summative tests. Teachers will review SBAC results. LCAP Expenditures: \$0	2.1 The District will continue using the results of the District interim assessments for the purpose of instruction. Local and SBAC reports will be used for parent/teacher conferences. The District will implement an agreed-upon adaptive assessment system. LCAP Expenditures: \$65,840 – Title I 2.1B Students will take practice tests in preparation for the SBAC summative tests. Teachers will review SBAC results. LCAP Expenditures: \$0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2.1Ab Students will demonstrate the ability to use technology for research, critical thinking, problem solving, decision-making, communication, collaboration, creativity, and innovation. The District will continue to replace or improve technology for instruction.			<p>2.1Ab The District will continue to provide professional development for technology to support implementation of CCSS. The District will write a job description and complete a salary comparison for the additional technology support and maintain a Site Tech Facilitator.</p> <p>All teachers and administrators will become familiar with and use a 1:1 device to support the CCSS. The District will purchase 1:1 devices for students. The District will support 21st Century skills and instruction by providing technology, furniture, and instructional supplies.</p> <p>With site input, the District will create a 3-5 year replacement plan for staff and student computers/devices.</p> <p>LCAP Expenditures: \$59,000 – Common Core \$6,500 – LCFF S & C Site Funds \$88,500 – LCFF S & C</p>	<p>2.1Ab The District/site will provide/contract for professional development on technology to support the implementation of CCSS and maintain a Site Tech Facilitator. The District will hire additional technology support to problem solve server-based issues and trouble shoot other technology needs.</p> <p>At each site, at least one class will have 1:1 devices for each student in order to support the CCSS. The District will support 21st Century skills and instruction by providing technology, furniture, and instructional supplies. The District will begin to implement the 3-5 year replacement plan for staff and student computers/devices.</p> <p>LCAP Expenditures: \$18,000 – Common Core \$6,500 – LCFF S & C Site Funds \$217,500 – LCFF S & C</p>	<p>2.1Ab The District/site will provide/contract for professional development on technology to support the implementation of CCSS. The District will evaluate and review technology support needs.</p> <p>The District will purchase additional 1:1 devices for student use.</p> <p>The District will support 21st Century skills and instruction by providing technology, furniture, and instructional supplies. The District will continue to implement the 3-5 year replacement plan for staff and student computers/devices.</p> <p>LCAP Expenditures: \$18,000 – Common Core \$6,500 – LCFF S & C Site Funds \$237,500 – LCFF S & C</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2.1B The middle school will implement the CrossFit program in order to increase student participation and fitness levels.	Central Middle School		2.1B The District will purchase CrossFit equipment and train staff to support implementation of the program. LCAP Expenditures: \$6,000 – LCFF S & C Site Funds	2.1B The District will purchase CrossFit equipment. LCAP Expenditures: \$6,000 – LCFF S & C Site Funds	2.1B The District will purchase CrossFit equipment. LCAP Expenditures: \$6,000 – LCFF S & C Site Funds
Goal 2 – OCESD will address Pupil Outcomes by: 2.2 Increasing English learner reclassification rates.	Priority 4 and 8	2.2 District will transition to the new ELD standards and integrate them into ELA, science, and social studies.	LEA-wide		2.2 At District grade level meetings, teachers will be introduced to new ELD standards and begin integrating them into a lesson. LCAP Expenditures: \$58,000 – Title I	2.2 At District grade level meetings teachers will continue to familiarize themselves with the new ELD standards and integrate them into lessons. LCAP Expenditures: \$58,000 – Title I	2.2 At District grade level meetings, teachers will begin looking at the requirements for the new English Language Proficiency Assessments for California. LCAP Expenditures: \$58,000 – Title I
Goal 2 – OCESD will address Pupil Outcomes by: 2.3 Reducing the achievement gap among identified subgroups.	Priority 4 and 8	2.3 All sites will implement and refine the primary concepts of Response to Intervention (RtI): identify students needing extra time and instruction in skills of expected proficiency, place students appropriately, and monitor student progress.	LEA-wide		2.3 Review the purpose of all leadership teams in relation to student achievement Principals/teachers will disaggregate 2013-2014 end of year student data and 2014-2015 to determine what RtI interventions are necessary to best serve students needs. LCAP Expenditures: \$58,000 – Title I	2.3 Site leadership teams will continue refining and perfecting the analysis of data to identify appropriate instructional strategies and RtI placement. Principals/teachers will disaggregate end of year student data to determine what RtI interventions are necessary to best serve students needs. LCAP Expenditures: \$58,000 – Title I	2.3 Site leadership teams will continue refining and perfecting the analysis of data to identify appropriate instructional strategies and RtI placement. Principals/teachers will disaggregate end of year student data to determine what RtI interventions are necessary to best serve students needs. LCAP Expenditures: \$58,000 – Title I

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2.3A Principals will communicate growth and concerns among school sites in a Professional Learning Community (PLC).			2.3A Principals will reestablish PLC time. LCAP Expenditures: \$0	2.3A Principals will continue meeting in principal PLC groups. LCAP Expenditures: \$0	2.3A Principals will continue meeting in principal PLC groups. LCAP Expenditures: \$0
Goal 3 – OCESD will support Engagement by: 3.1 Promoting parent participation and decision making.	Parent Involvement (Priority 3) Pupil Engagement (Priority 5) School Climate (Priority 6)	3.1 The District/sites will have increased communication with parents to inform them of the opportunities to give input and be advocates for their children.	LEA-wide		3.1 Assure parent representation on District/school governing committees. Create baseline data of parent participation from sign-in sheets as organized by Parent Coordinators. LCAP Expenditures: \$39,500 – Title I 3.1A Identify sites utilizing Edulink to notify parents of student absences. Train sites that have not been utilizing Edulink. LCAP Expenditures: \$2,600 – LCFF S & C 3.1Ab Collect baseline data on the number of parents using the Parent Portal. LCAP Expenditures: \$0	3.1 Assure parent representation on District/school governing committees. Increase participation in informal district/ site opportunities; measured by an increase of 5% on parent sign-in sheets as organized by Parent Coordinators. LCAP Expenditures: \$39,500 – Title I 3.1A All sites will be utilizing Edulink to notify parents of student absences. LCAP Expenditures: \$2,600 – LCFF S & C 3.1Ab The District will continue using the Parent Portal. Compared to the 2014-15 school year, parent use will be increased by 5%. LCAP Expenditures: \$0	3.1 Assure parent representation on District/school governing committees. Increase participation in informal district/site opportunities measured by an increase of 7% on parent sign-in sheets as organized by Parent Coordinators. LCAP Expenditures: \$39,500 – Title I 3.1A All sites will be utilizing Edulink to notify parents of student absences. LCAP Expenditures: \$2,600 – LCFF S & C 3.1Ab The District will continue using the Parent Portal. Compared to the 2015-16 school year, parent use will be increased by 7%. LCAP Expenditures: \$0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 3 – OCESD will support Engagement by:</p> <p>3.2A Improving student attendance.</p> <p>3.2B Improving school climate and safety.</p>	Priority 3, 5, and 6	<p>3.2A The site will monitor and respond to student attendance.</p> <p>3.2B The sites will work to increase the sense of school safety and connectedness between parents, students, and school.</p>	LEA-wide		<p>3.2A Transportation will be provided to students as per board policy. Clerks will assist in the collection and maintenance of attendance data and communicate with school staff.</p> <p>LCAP Expenditures: \$73,000 – LCFF S & C Site Funds \$160,300 – LCFF S & C</p> <p>3.2B The District will provide a minimum of one bullying/cyber-bullying preventative event at one District site for parents. The District will provide noon duty supervisors to assure safety.</p> <p>LCAP Expenditures: \$107,400 – LCFF S & C Site Funds</p> <p>3.2Bb The District will contract with Palermo Community Day School.</p> <p>LCAP Expenditures: \$25,000 – LCFF S & C</p> <p>3.2A/3.2B The District will provide Health Aides.</p> <p>LCAP Expenditures: \$94,000 LCFF S & C</p>	<p>3.2A Transportation will be provided to students as per board policy. Clerks will continue to assist in the collection and maintenance of attendance data and communicate with school staff.</p> <p>LCAP Expenditures: \$73,000 – LCFF S & C Site Funds \$160,300 – LCFF S & C</p> <p>3.2B The District will provide a minimum of two bullying/cyber-bullying preventative events at one District site for parents. The District will provide noon duty supervisors to assure safety.</p> <p>LCAP Expenditures: \$107,400 – LCFF S & C Site Funds</p> <p>3.2Bb The District will contract with Palermo Community Day School.</p> <p>LCAP Expenditures: \$25,000 – LCFF S & C</p> <p>3.2A/3.2B The District will provide Health Aides.</p> <p>LCAP Expenditures: \$94,000 LCFF S & C</p>	<p>3.2A Transportation will be provided to students as per board policy. Clerks will continue to assist in the collection and maintenance of attendance data and communicate with school staff.</p> <p>LCAP Expenditures: \$73,000 – LCFF S & C Site Funds \$160,300 – LCFF S & C</p> <p>3.2B The District will provide a minimum of two bullying/cyber-bullying preventative events at 2 different District sites for parents. The District will provide noon duty supervisors to assure safety.</p> <p>LCAP Expenditures: \$107,400 – LCFF S & C Site Funds</p> <p>3.2Bb The District will contract with Palermo Community Day School.</p> <p>LCAP Expenditures: \$25,000 – LCFF S & C</p> <p>3.2A/3.2B The District will provide Health Aides.</p> <p>LCAP Expenditures: \$94,000 LCFF S & C</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 3 – OCESD will support Engagement by: 3.3 Improving the educational environment for students.</p>	Priority 3, 5, and 6	<p>3.3 The District will develop and implement a plan identifying priorities to improve and maintain facilities that promote a safe and positive learning environment.</p> <p>3.3A The District will provide a Climate Survey to assist in identifying the climate and safety of the school.</p> <p>3.3Ab The District will improve the infrastructure by increasing wireless access points. sites.</p>	LEA-wide		<p>3.3 The District will establish priorities in restoring staffing in the maintenance/grounds positions (1.5) and hire a .5 clerk. LCAP Expenditures: \$19,600 – LCFF S & C</p> <p>3.3A The District will review and align the school climate survey to reflect needs of the District. The District/sites will administer the school climate survey in the spring and report the results to the school site council and District Safety Committee by June of each school year. The results will also be reported to the Board. LCAP Expenditures: \$250 – LCFF S & C Site Funds</p> <p>3.3Ab The District will purchase a minimum of 12 wireless access points to be installed at the schools within the District. LCAP Expenditures: \$18,000 Common Core Funds</p>	<p>3.3 The District will begin to restore staffing in the maintenance department. LCAP Expenditures: \$19,600 – LCFF S & C \$67,000 – LCFF Base</p> <p>3.3A The District/sites will continue to administer the school climate survey in the spring and report the results to the school site council and District Safety Committee by June of each school year. The results will also be reported to the Board. LCAP Expenditures: \$250 – LCFF S & C Site Funds</p> <p>3.3Ab The District will purchase a minimum of 12 wireless access points to be installed at the schools within the District. LCAP Expenditures: \$18,000 Common Core Funds</p>	<p>3.3 The District will continue to restore staffing in the maintenance department. LCAP Expenditures: \$19,600 – LCFF S & C \$67,000 – LCFF Base</p> <p>3.3A The District/sites will continue to administer the school climate survey in the spring and report the results to the school site council and District Safety Committee by June of each school year. The results will also be reported to the Board. LCAP Expenditures: \$250 – LCFF S & C Site Funds</p> <p>3.3Ab The District will purchase a minimum of 15 wireless access points to be installed at the schools within the District. LCAP Expenditures: \$22,500 Common Core Funds</p>

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1 - Conditions of Learning: 1.1 Hiring and retaining a high quality staff.	Basic (Priority 1) Implementation of State Standards (Priority 2) Course Access (Priority 7)	For low income pupils: 1.1 New hires will receive effective communication strategies training to be used with families.	LEA-wide		1.1 Work with BCOE and the District to utilize their resources on parent involvement and Parent Involvement strategies that can be used for staff training. LCAP Expenditures: \$0	1.1 Using identified resources, OCESD will provide training to current staff. LCAP Expenditures: \$0	1.1 Provide Parent Involvement and communication training to newly hired employees. LCAP Expenditures: \$0
Goal 1 - Conditions of Learning: 1.2 Implementing the Common Core State Standards adopted by the State for all pupils.	Priority 1, 2, and 7	1.2 Staff will identify additional materials that can be used at home to supplement classroom instruction. 1.2A Each grade level will adopt a low-income (LI) student to track academic progress and share positive outcomes at collaboration time.	LEA-wide		1.2 Work with BCOE and District Office to identify support materials for parent use. LCAP Expenditures: \$0 1.2A After disaggregating data, each grade level will identify a low-income student for the purpose of tracking achievement and discussing factors toward progress. LCAP Expenditures: \$0	1.2 Share materials with parents at Back to School Nights and conferences. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds 1.2A After disaggregating data, each grade level will identify a low-income student for the purpose of tracking achievement and discussing factors toward progress and changes in instruction according to results. LCAP Expenditures: \$0	1.2 Continue so share materials with parents at Back to School Nights and conferences. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds 1.2A Continue to identify a low-income student at each grade level for the purpose of tracking achievement and discussing factors toward progress and make changes according to previous year's results. LCAP Expenditures: \$0

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1 - Conditions of Learning: 1.3 Providing access to a broad course of study.	Priority 1, 2, and 7	1.3 STEM related academic vocabulary will be introduced to students once a week to promote college and career readiness.	LEA-wide		1.3 Identify and share vocabulary as identified in NGSS for K-8. LCAP Expenditures: \$0	1.3 Introduce vocabulary in science units using laminated vocabulary cards. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds	1.3 Continue to introduce vocabulary in science units using laminated vocabulary cards. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds
Goal 1 - Conditions of Learning: 1.1 Hiring and retaining a high quality staff.	Priority 1, 2, and 7	For English learners: 1.1 New hires will receive effective communication strategies training to be used with families. 1.1A All newly hired teachers will be certified to teach English Learners (EL), including retaining interpreters/translators for the district. 1.1Ab Sites with EL students will have a bilingual aide. 1.1Ac The District will provide a District Bilingual Resource teacher to support site with ELD resources.	LEA-wide		1.1 Work with BCOE to utilize their resources on parent involvement and OCESD parent involvement strategies for staff training. LCAP Expenditures: \$0 1.1A The District will improve current practice of recruiting and hiring highly qualified professionals, including bilingual teachers for English Learners (EL). LCAP Expenditures: \$2,200 – LCFF Base 1.1Ab Needs assessment will be done to identify sites needing a bilingual aides(s). LCAP Expenditures: \$67,500 – LCFF S & C 1.1Ac The District Bilingual teacher will assist site with EL students. LCAP Expenditures: \$15,000 – LCFF S & C \$37,500 – Title I \$22,500 – Title III	1.1 Using identified resources, OCESD will provide training to current staff. LCAP Expenditures: \$0 1.1A The District will improve current practice of recruiting and hiring highly qualified professionals, including bilingual teachers for English Learners (EL). LCAP Expenditures: \$6,400 – LCFF Base 1.1Ab Bilingual aides will be at appropriate sites. LCAP Expenditures: \$67,500 – LCFF S & C 1.1Ac The District Bilingual teacher will assist site with EL students. LCAP Expenditures: \$15,000 – LCFF S & C \$37,500 – Title I \$22,500 – Title III	1.1 Provide Parent Involvement and communication training to newly hired employees. LCAP Expenditures: \$0 1.1A The District will improve current practice of recruiting and hiring highly qualified professionals, including bilingual teachers for English Learners (EL). LCAP Expenditures: \$4,100 – LCFF Base 1.1Ab The District will continue to monitor the need for bilingual aides. LCAP Expenditures: \$67,500 – LCFF S & C 1.1Ac The District Bilingual teacher will assist site with EL students. LCAP Expenditures: \$15,000 – LCFF S & C \$37,500 – Title I \$22,500 – Title II

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1 - Conditions of Learning: 1.2 Implementing the Common Core State Standards adopted by the State for all pupils.	Priority 1, 2, and 7	For English learners: 1.2 Staff will identify additional materials that can be used at home to supplement classroom instruction. 1.2A The District will support professional learning to promote awareness and familiarity with the new California State ELD standards. 1.2Ab The District Bilingual Resource teacher will update staff with information provided by the County ELD Network.	LEA-wide		1.2 Work with BCOE and District Office to identify support materials for parent use. LCAP Expenditures: \$0 1.2A The District will purchase supplemental ELD materials for Grades 7/8. LCAP Expenditures: \$2,500 – LCFF S & C Site Funds 1.2Ab The District Bilingual teacher will attend the site meetings to provide ELD updates. LCAP Expenditures: \$0	1.2 Share materials with parents at Back-to-School Nights and conferences. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds 1.2A The District will review the ELD curriculum for K-8. LCAP Expenditures: \$0 1.2Ab The District Bilingual teacher will attend the site meetings to provide ELD updates. LCAP Expenditures: \$0	1.2 Continue to share materials with parents at Back-to-School Nights and conferences. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds 1.2A ELD curriculum will be reviewed and adopted if available. LCAP Expenditures: \$0 1.2Ab The District Bilingual teacher will attend the site meetings to provide ELD updates. LCAP Expenditures: \$0
Goal 1 - Conditions of Learning: 1.3 Providing access to a broad course of study.	Priority 1, 2, and 7	1.3 STEM related academic vocabulary will be introduced to students once a week to promote college and career readiness. 1.3A ELD standards will be integrated across content areas	LEA-wide		1.3 Identify and share vocabulary as identified in NGSS for K-8. LCAP Expenditures: \$0 1.3A Teachers will become aware of the new ELD standards through District-wide grade-level meetings. LCAP Expenditures: \$58,000 – Title I	1.3 Introduce vocabulary in science units using laminated vocab cards. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds 1.3A The District will support ongoing professional development for full implementation of the ELD standards. Teachers will plan together at District	1.3 Continue to introduce vocabulary in science units using laminated vocab cards. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds 1.3A The District will continue to support ongoing professional development for full implementation of the ELD standards. Students will experience lessons integrating

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						grade-level meetings integrating ELD standards in other content areas. LCAP Expenditures: \$58,000 – Title I	ELA and ELD standards and strategies. LCAP Expenditures: \$58,000 – Title I
Goal 1 - Conditions of Learning: 1.1 Hiring and retaining a high quality staff.	Priority 1, 2, and 7	For redesignated fluent English proficient pupils: 1.1 New hires will receive effective communication strategies training to be used with families.	LEA-wide		1.1 Work with BCOE and the District to utilize their resources on parent involvement and strategies that can be used for staff training. LCAP Expenditures: \$0	1.1 Using identified resources, OCESD will provide training to current staff. LCAP Expenditures: \$0	1.1 Provide Parent Involvement and communication training to newly hired employees. LCAP Expenditures: \$0
Goal 1 - Conditions of Learning: 1.2 Implementing the Common Core State Standards adopted by the State for all pupils.	Priority 1, 2, and 7	For redesignated fluent English proficient pupils: 1.2 Staff will identify additional materials that can be used at home to supplement classroom instruction.	LEA-wide		1.2 Work with BCOE and District Office to identify support materials for parent use. LCAP Expenditures: \$0	1.2 Share materials with parents at Back-to-School Nights and conferences. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds	1.2 Continue to share materials with parents at Back-to-School Nights and conferences. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds
Goal 1 - Conditions of Learning: 1.3 Providing access to a broad course of study.	Priority 1, 2, and 7	For redesignated fluent English proficient pupils: 1.3 STEM related academic vocabulary will be introduced to students once a week to promote college and career readiness.	LEA-wide		1.3 Identify and share vocabulary as identified in NGSS for K-8. LCAP Expenditures: \$0	1.3 Introduce vocabulary in science units using laminated vocabulary cards. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds	1.3 Continue to introduce vocabulary in science units using laminated vocabulary cards. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds
Goal 1 - Conditions of Learning: 1.1 Hiring and retaining a	Priority 1, 2, and 7	For foster youth: 1.1 New hires will receive effective communication strategies training to be	LEA-wide		1.1 Work with BCOE to utilize their resources on parent involvement and OCESD parent involvement strategies that can be used	1.1 Using identified resources, OCESD will provide training to current staff. LCAP Expenditures: \$0	1.1 Provide parent involvement and communication training to newly hired employees. LCAP Expenditures: \$0

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
high quality staff.		used with families.			for staff training. LCAP Expenditures: \$0		
Goal 1 - Conditions of Learning: 1.2 Implementing the Common Core State Standards adopted by the State for all pupils.	Priority 1, 2, and 7	For foster youth: 1.2 Staff will identify additional materials that can be used at home to supplement classroom instruction.	LEA-wide		1.2 Work with BCOE and District Office to identify support materials for parent use. LCAP Expenditures: \$0	1.2 Share materials with parents at Back-to-School Nights and conferences. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds	1.2 Continue to share materials with parents at Back-to-School Nights and conferences. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds
Goal 1 - Conditions of Learning: 1.3 Providing access to a broad course of study.	Priority 1, 2, and 7	For foster youth: 1.3 STEM related academic vocabulary will be introduced to students once a week to promote college and career readiness.	LEA-wide		1.3 Identify and share vocabulary as identified in NGSS for K-8. LCAP Expenditures: \$0	1.3 Introduce vocabulary in science units using laminated vocabulary cards. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds	1.3 Continue to introduce vocabulary in science units using laminated vocabulary cards. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds
Goal 2 – Pupil Outcomes: 2.1 Demonstrating high expectations for academic growth on State standardized tests and local assessments for all pupils.	Pupil Achievement (Priority 4) Other Pupil Outcomes (Priority 8)	For low income pupils: 2.1 Sites will disaggregate data as identified in the adaptive assessment system and respond to students as needed.	LEA-wide		2.1 Staff will be trained in data analysis as provided in the adaptive assessment system. LCAP Expenditures: \$65,840 – Title I	2.1 Staff will gain proficiency in analyzing data for the purpose of student achievement and Rtl. LCAP Expenditures: \$65,840 – Title I	2.1 Staff will gain proficiency in analyzing data for the purpose of student achievement and Rtl. LCAP Expenditures: \$65,840 – Title I

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2 – Pupil Outcomes: 2.2 Increasing English learner reclassification rates. (see EL 2.2, p 31)	Priority 4 and 8	For low income pupils: 2.1/2.3 The District will hire a full-time K-6 counselor to assist with the academic and social-emotional needs of low income students.	LEA-wide		2.1/2.3 The district will update the job description and hire a counselor. LCAP Expenditures: Counselor \$89,000 – LCFF S & C	2.1/2.3 The counselor will follow the achievement of foster youth and counsel when necessary. LCAP Expenditures: Counselor \$89,000 – LCFF S & C	2.1/2.3 The counselor will continue to follow the achievement of foster youth and counsel when necessary. LCAP Expenditures: Counselor \$89,000 – LCFF S & C
Goal 2 – Pupil Outcomes: 2.3 Reducing the achievement gap among identified subgroups.	Priority 4 and 8	For low income pupils: 2.1/2.3 The District will hire a full-time K-6 counselor to assist with the academic and social-emotional needs of low income students.	LEA-wide		2.1/2.3 The district will update the job description and hire a counselor. LCAP Expenditures: Counselor \$89,000 – LCFF S & C	2.1/2.3 The counselor will follow the achievement of foster youth and counsel when necessary. LCAP Expenditures: Counselor \$89,000 – LCFF S & C	2.1/2.3 The counselor will continue to follow the achievement of foster youth and counsel when necessary. LCAP Expenditures: Counselor \$89,000 – LCFF S & C
Goal 2 – Pupil Outcomes: 2.1 Demonstrating high expectations for academic growth on State standardized tests and local assessments for all pupils.	Priority 4 and 8	For English learners: 2.1 Sites will disaggregate data as in the adaptive assessment system and respond to students as needed. 2.1A The administrative team will create a system of identification for the purpose of monitoring the academic and social-emotional needs of EL students. Identification system will include secretaries, counselors,	LEA-wide		2.1 Staff will be trained in data analysis as provided in the adaptive assessment system. LCAP Expenditures: \$65,840 – Title I 2.1A District procedures for identification will be shared with the principal, secretary, and counselor. LCAP Expenditures: \$0 Counselor and substitute for teacher to attend SST meetings.	2.1 Staff will gain proficiency in analyzing data for the purpose of student achievement and Rtl. LCAP Expenditures: \$65,840 – Title I 2.1A District procedures for identification will be implemented at school sites. LCAP Expenditures: \$0 Counselor and substitute for teacher to attend SST meetings.	2.1 Staff will gain proficiency in analyzing data for the purpose of student achievement and Rtl. LCAP Expenditures: \$65,840 – Title I 2.1A District procedures for identification will be implemented at school sites. LCAP Expenditures: \$0 Counselor and substitute for teacher to attend SST meetings.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		principals, and teachers.					
Goal 2 – Pupil Outcomes: 2.2 Increasing English learner reclassification rates.	Priority 4 and 8	For English learners: 2.2 The District will implement an improved ELD assessment with a focus on speaking and listening.	LEA-wide		2.2 Staff will explore ELD assessment options for K-8. LCAP Expenditures: \$1,500 – LCFF S & C \$4,500 – LCFF S & C Site Funds	2.2 The District will implement an improved ELD assessment for K-8 students. Students will increase in proficiency by 5% from pre- to post-District interim assessments of ELD. LCAP Expenditures: \$0	2.2 The District will continue implementing and evaluate an improved ELD assessment for K-8 students. Students will increase in proficiency by 5% from pre- to post-District interim assessments of ELD. LCAP Expenditures: \$0
Goal 2 – Pupil Outcomes: 2.3 Reducing the achievement gap among identified subgroups.	Priority 4 and 8	For English learners: 2.1/2.3 The District will hire a full-time K-6 counselor to assist with the academic and social-emotional needs of EL students. 2.1/2.A The current middle school counselor will assist EL students in Grades 7/8 with their academic and social-emotional needs. 2.1/2.3Ab The district will maintain bilingual aides for EI students.	LEA-wide		2.1/2.3 The District will hire an elementary counselor and continue to have self-contained classes at Grades 7/8. LCAP Expenditures: \$191,300 – LCFF S & C 2.1/2.3A Create a system to identify EL students with academic and social-emotional needs. LCAP Expenditures: \$0 2.1/2.3Ab The District will provide bilingual aides where necessary. LCAP Expenditures: \$67,500 – LCFF S & C	2.1/2.3 The District will hire an elementary counselor and continue to have self-contained classes at Grades 7/8. LCAP Expenditures: \$191,300 – LCFF S & C 2.1/2.3A Implement a system to identify EL students with academic and social-emotional needs. LCAP Expenditures: \$0 2.1/2.3Ab The District will provide bilingual aides where necessary. LCAP Expenditures: \$67,500 – LCFF S & C	2.1/2.3 The District will hire an elementary counselor and continue to have self-contained classes at Grades 7/8. LCAP Expenditures: \$191,300 – LCFF S & C 2.1/2.3A Implement a system to identify EL students with academic and social-emotional needs. LCAP Expenditures: \$0 2.1/2.3Ab The District will provide bilingual aides where necessary. LCAP Expenditures: \$67,500 – LCFF S & C

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2 – Pupil Outcomes: 2.1 Demonstrating high expectations for academic growth on State standardized tests and local assessments for all pupils.	Priority 4 and 8	For redesignated fluent English proficient pupils: 2.1 Sites will disaggregate data as identified in the adaptive assessment system and respond to students as needed. 2.1A The administrative team will create a system of identification for monitoring the academic and social-emotional needs of students. Identification system will include secretaries, counselors, principals, and teachers. The current middle school counselor will assist EL students in Grades 7/8 with their academic and social-emotional needs.	LEA-wide		2.1 Staff will be trained in data analysis as provided in the adaptive assessment system. LCAP Expenditures: \$65,840 – Title I 2.1A District system for identification will be shared with the principal, secretary, and counselor. LCAP Expenditures: Counselor and substitute for teacher to attend SST meetings. \$4,500 – LCFF S & C Site Funds	2.1 Staff will gain proficiency in analyzing data for the purpose of student achievement and RtI. LCAP Expenditures: \$65,840 – Title I 2.1A District system for identification will be implemented at school sites. LCAP Expenditures: Counselor and substitute for teacher to attend SST meetings. \$4,500 – LCFF S & C Site Funds	2.1 Staff will gain proficiency in analyzing data for the purpose of student achievement and RtI. LCAP Expenditures: \$65,840 – Title I 2.1A District system for identification will be implemented at school sites. LCAP Expenditures: Counselor and substitute for teacher to attend SST meetings. \$4,500 – LCFF S & C Site Funds
Goal 2 – Pupil Outcomes: 2.2 Increasing English learner reclassification rates. (see EL 2.2, p 31)	Priority 4 and 8	For redesignated fluent English proficient pupils:	LEA-wide				

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2 – Pupil Outcomes: 2.3 Reducing the achievement gap among identified subgroups. (see EL 2.3, p 31)	Priority 4 and 8	For redesignated fluent English proficient pupils:	LEA-wide				
Goal 2 – Pupil Outcomes: 2.1 Demonstrating high expectations for academic growth on State standardized tests and local assessments for all pupils.	Priority 4 and 8	For foster youth: 2.1 Sites will disaggregate data as identified in the adaptive assessment system and respond to students as needed.	LEA-wide		2.1 Staff will be trained in data analysis as provided in the adaptive assessment system. LCAP Expenditures: \$65,840 – Title I	2.1 Staff will gain proficiency in analyzing data for the purpose of student achievement and RtI. LCAP Expenditures: \$65,840 – Title I	2.1 Staff will gain proficiency in analyzing data for the purpose of student achievement and RtI. LCAP Expenditures: \$65,840 – Title I
Goal 2 – Pupil Outcomes: 2.2 Increasing English learner reclassification rates (see EL 2.2, p 31)	Priority 4 and 8	For foster youth:	LEA-wide				
Goal 2 – Pupil Outcomes: 2.3 Reducing the achievement gap among identified subgroups.	Priority 4 and 8	For foster youth: 2.1/2.3 The administrative team will create a system for the purpose of monitoring the academic and social-emotional needs of foster youth. This communication system will include secretaries, counselors, principals, and	LEA-wide		2.1/2.3 Create a system to identify foster students with academic and social-emotional needs. LCAP Expenditures: \$0	2.1/2.3 Implement a system to identify foster students with academic and social-emotional needs. LCAP Expenditures: \$0	2.1/2.3 Continue to implement a system to identify students with academic and social-emotional needs. LCAP Expenditures: \$0

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>teachers.</p> <p>2.1/2.3A The District will hire a full-time K-6 counselor to assist with the academic and social-emotional needs of foster youth.</p> <p>The current middle school counselor will assist foster youth in Grades 7/8 with their academic and social-emotional needs.</p> <p>2.1/2.3 The academic outcomes for foster youth will be comparable to the general student population.</p>			<p>2.1/2.3A The academic and social needs of foster youth will be monitored by a school counselor who will schedule a Student Study Team meeting within 30 school days of identification and provide necessary interventions including academic and social-emotional support as needed.</p> <p>LCAP Expenditures: Counselor \$89,000 – LCFF S & C</p> <p>2.3 Baseline data will be established demonstrating the achievement gap between foster youth and the general population.</p> <p>LCAP Expenditures: \$0</p>	<p>2.1/2.3A The academic and social needs of foster youth will be monitored by a school counselor who will schedule a Student Study Team meeting within 30 school days of identification and provide necessary interventions including academic and social-emotional support as needed. Individual student plans will be revised as needed.</p> <p>LCAP Expenditures: Counselor \$89,000 – LCFF S & C</p> <p>2.3 The achievement gap between foster youth and the general population will decrease by 5% on each metric.</p> <p>LCAP Expenditures: \$0</p>	<p>2.1/2.3A The academic and social needs of foster youth will be monitored by a school counselor who will schedule a Student Study Team meeting within 30 school days of identification and provide necessary interventions including academic and social-emotional support as needed. Individual student plans will be revised as needed.</p> <p>LCAP Expenditures: Counselor \$89,000 – LCFF S & C</p> <p>2.3 The achievement gap between foster youth and the general population will decrease by 7% on each metric.</p> <p>LCAP Expenditures: \$0</p>
<p>Goal 2 – Pupil Outcomes: 2.1 Demonstrating high expectations for academic growth on State standardized tests and local assessments for all pupils.</p>	Priority 4 and 8	<p>For special education pupils:</p> <p>2.1 Sites will disaggregate data as identified in the adaptive assessment system and respond to students as needed.</p>	LEA-wide		<p>2.1 Staff will be trained in data analysis as provided in the adaptive assessment system.</p> <p>LCAP Expenditures: \$65,840 – Title I</p>	<p>2.1 Staff will gain proficiency in analyzing data for the purpose of student achievement and Rtl.</p> <p>LCAP Expenditures: \$65,840 – Title I</p>	<p>2.1 Staff will gain proficiency in analyzing data for the purpose of student achievement and Rtl.</p> <p>LCAP Expenditures: \$65,840 – Title I</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2 – Pupil Outcomes: 2.2 Increasing English learner reclassification rates. (see EL 2.2, p 31)	Priority 4 and 8	For special education pupils:	LEA-wide				
Goal 2 – Pupil Outcomes: 2.3 Reducing the achievement gap among identified subgroups.	Priority 4 and 8	For special education pupils: 2.1/2.3 The District will improve and expand its pilot, regional K-2 autism program.	LEA-wide		2.1/2.3 Based on an evaluation of the 2013-2014 pilot autism program, the District will develop specific criteria to identify students for the regional K-2 autism program. The District will continue to improve the K-2 program by providing ongoing training by BCOE autism specialists and the District’s school psychologists for teachers and paraprofessionals. District will re-examine the criteria used to identify students for the program. Monthly communication meetings between the teacher, BCOE autism specialists and District school psychologists will continue to be held to analyze program data and to reflect upon evidence-based autism practices in order to improve the program. The District will review the number of autistic students and consider program	2.1/2.3 Ongoing training will continue to be provided for the teacher and paraprofessionals in the program by BCOE autism specialists and the District’s school psychologists. Regular communication meetings between the teacher, BCOE autism specialists and district school psychologists will continue to be held to analyze program data and reflect upon evidence-based autism practices in order to improve the program. The District will review the number of autistic students and consider further program expansion based upon the results and needs. LCAP Expenditures: \$78,500 – Special Education	2.1/2.3 Ongoing training will continue to be provided for the teacher and paraprofessionals in the program by BCOE autism specialists and the District’s school psychologists. Regular communication meetings between the teacher, BCOE autism specialists and District school psychologists will continue to be held to analyze program data and to reflect upon evidence-based autism practices in order to improve the program. The District will review the number of autistic students and consider further program expansion based upon the results and needs. LCAP Expenditures: \$78,500 – Special Education

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2.3A The District will implement a regional transitional kindergarten program for eligible severely handicapped children.</p> <p>2.3B The District will explore various options to reduce the caseloads of special day class teachers.</p>			<p>expansion based upon their needs. LCAP Expenditures: \$78,500 – Special Education</p> <p>2.3A The District will identify and place eligible severely handicapped students in a regional, transitional kindergarten class (TK-SH). The District will train the TK-SH class staff how to work with TK-SH pupils and will provide resources and materials necessary to implement the program. The District will evaluate the effectiveness of the program and determine whether there are enough eligible TK-SH children to continue the program the following year. LCAP Expenditures: \$38,750 – Special Education</p> <p>2.3B The District will explore options to reduce caseloads of special day class (SDC) teachers. One option will be to utilize the support of a roving, part-time SDC teacher. LCAP Expenditures: \$38,750 – Special Education</p>	<p>2.3A If there are enough eligible TK-SH children, the District will continue to provide the program, train staff and provide resources and materials necessary to implement the program. LCAP Expenditures: \$38,750 – Special Education</p> <p>2.3B The District will evaluate the success of utilizing a part-time teacher to reduce SDC caseloads. The District will continue to review options and continue to provide a part-time SDC teacher if necessary. LCAP Expenditures: \$38,750 – Special Education</p>	<p>2.3A If there are enough eligible TK-SH children, the District will continue to provide the program, train staff and provide resources and materials necessary to implement the program. LCAP Expenditures: \$38,750 – Special Education</p> <p>2.3B The District will maintain reduced caseloads for special day class teachers. LCAP Expenditures: \$38,750 – Special Education</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3 – Engagement: 3.1 Promoting parent participation and decision making.	Parent Involvement (Priority 3) Pupil Engagement (Priority 5) School Climate (Priority 6)	For low income pupils: 3.1 Support parents of special subgroups to advocate for their students’ success.	LEA-wide		3.1 District will work with BCOE to utilize resources on parent involvement to support student success. LCAP Expenditures: \$0	3.1 Parents will be provided with strategies and resources to support student success at Back-to-School Nights and parent conferences. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds	3.1 Parents will be provided with strategies and resources to support student success at Back-to-School Nights and parent conferences. LCAP Expenditures: \$1,500 – LCFF S & C Site Funds
Goal 3 – Engagement: 3.1 Promoting parent participation and decision making.	Priority 3, 5, and 6	For English learners: 3.1 The District will provide a Parent liaison for community outreach to our EL parents. 3.1A The District/sites will implement a strong communication plan for effective two-way communication and workshops with families of English learners and provide a Hmong parent liaison.	LEA-wide		3.1 EL parent liaison will also do community outreach to increase parent participation and share student progress District-wide. LCAP Expenditures: \$38,000 – LCFF S & C 3.1A A needs assessment to identify necessary service and needs of our EL parents followed by communication with EL parents in their home language, translation at meetings, and possible workshops to be provided. LCAP Expenditures: \$5,000 – LCFF S & C	3.1 The bilingual parent liaison will continue to do community outreach to increase parent participation and share student progress District-wide. LCAP Expenditures: \$38,000 – LCFF S & C 3.1A The District/site will communicate with EL parents in their home language, provide translation at meetings, and implement parent workshops. LCAP Expenditures: \$5,000 – LCFF S & C	3.1 The bilingual parent liaison will continue to do community outreach to increase parent participation and share student progress District-wide. LCAP Expenditures: \$38,000 – LCFF S & C 3.1A Based on the services provided in 2014-15 and 2015-16, the District will administer a needs assessment to best align services and workshop to parents. LCAP Expenditures: \$5,000 – LCFF S & C

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3 – Engagement: 3.1 Promoting parent participation and decision making.	Priority 3, 5, and 6	For redesignated fluent English proficient pupils: 3.1 The District will provide a parent liaison for community outreach to our EL parents. 3.1A The District/sites will implement a strong communication plan for effective two-way communication and workshops with families of English learners. 3.1Ab Build connection with Hmong Cultural Center.	LEA-wide		3.1 EL parent liaison will also do community outreach to increase parent participation and share student progress District-wide. LCAP Expenditures: \$38,000 – LCFF S & C 3.1A A needs assessment to identify necessary services and needs of our EL parents followed by communication with EL parents in their home language, provide translation at meetings, and possible workshops to be provided. LCAP Expenditures: \$5,000 – LCFF S & C 3.1Ab The District will begin making connections with the Hmong Cultural Center. LCAP Expenditures: \$0	3.1 This bilingual parent liaison will also do community outreach to increase parent participation and share student progress District-wide. LCAP Expenditures: \$38,000 – LCFF S & C 3.1A The District/site will communicate with EL parents in their home language and provide translation at meetings and implementation of parent workshops. LCAP Expenditures: \$5,000 – LCFF S & C 3.1Ab The District will invite participation with the Hmong Cultural Center and school sites. LCAP Expenditures: \$0	3.1 The bilingual parent liaison will continue to do community outreach to increase parent participation and share student progress District-wide LCAP Expenditures: \$38,000 – LCFF S & C 3.1A Based on the services provided in 2014-15 and 2015-16, the District will administer a needs assessment to best align services and workshops to parents. LCAP Expenditures: \$5,000 – LCFF S & C 3.1Ab The District will invite participation with the Hmong Cultural Center and school sites. LCAP Expenditures: \$0
Goal 3 – Engagement: 3.1 Promoting parent participation and decision making.	Priority 3, 5, and 6	For foster youth: 3.1 The District will hire a full-time K-6 counselor to assist with the academic and social-emotional needs of foster youth. The current middle school counselor will assist foster	LEA-wide		3.1 The District will hire an elementary counselor and continue to have self-contained classes at Grades 7/8. A District flagging practice will be developed to identify foster students and	3.1 The District will hire an elementary counselor and continue to have self-contained classes at Grades 7/8. A District flagging practice will be implemented to identify foster students and	3.1 The District will hire an elementary counselor and continue to have self-contained classes at Grades 7/8. A District flagging practice will be implemented to identify foster students and communicate data with the

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		youth in Grades 7/8 with their academic and social-emotional needs.			communicate data with the principal, secretary, and counselor. LCAP Expenditures: Counselor and substitute to attend SST meetings. \$191,300 – LCFF S & C \$4,500 – LCFF S & C	communicate data with the principal, secretary, and counselor. LCAP Expenditures: \$191,300 – LCFF S & C \$4,500 – LCFF S & C	principal, secretary, and counselor. LCAP Expenditures: \$191,300 – LCFF S & C \$4,500 – LCFF S & C
Goal 3 – Engagement: 3.1 Promoting parent participation and decision making.	Priority 3, 5, and 6	For special education pupils: 3.1 The District will train staff regarding the new changes relating to behavior assessments and behavior plans so pupils can be educated in the least restrictive environment.	LEA-wide		3.1 BCOE and District staff will provide training to staff regarding the new changes to behavioral assessments and plans. LCAP Expenditures: \$2,000 – Special Education	3.1 BCOE and District staff will continue to provide training for new teachers and support for staff that have already received training. LCAP Expenditures: \$2,000 – Special Education	3.1 BCOE and District staff will continue to provide training for new teachers and support for staff that have already received training. LCAP Expenditures: \$2,000 – Special Education
Goal 3 – Engagement: 3.2 Improving school climate.	Priority 3, 5, and 6	For special education pupils: 3.1/3.2 Support teachers in the development of positive and effective discipline practices that specifically address the social-emotional challenges of high needs students with the guidance of a behavioral specialist.	LEA-wide		3.1/3.2 Contract with a behavior specialist to train staff and build capacity in effective discipline practices that support positive student behavior. LCAP Expenditures: \$7,500 – LCFF S & C	3.1/3.2 Continue to contract with a behavior specialist to further train staff and build capacity in effective discipline practices that support positive student behavior. Develop a team at each site that can help support others at the site with discipline “best practices.” LCAP Expenditures: \$7,500 – LCFF S & C	3.1/3.2 Continue to contract with a behavior specialist to train staff in effective discipline practices that support positive student behavior. Continue to develop teams at each site that can help support others at the site to utilize discipline “best practices”. LCAP Expenditures: \$7,500 – LCFF S & C

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The Oroville City Elementary School District (OCESD) will receive an increase of \$1,203,828 in 2014-15 year for low income, foster youth, and English learner pupils. This increase, added to \$485,574 (2013-14 year expenditures for unduplicated pupils) totals \$1,689,342, which will be spent to increase and improve services to our targeted pupils. OCESD's percent of enrolled unduplicated pupils of these subgroups is 79%.

Low-Income Youth

In our LCAP the focus of the action plans for low income youth are improved home/school communication and instruction/social-emotional support to close the achievement gap. We want parents to have the information and resources they need to support their child both at home and at school. Therefore, LCAP funds will be used to provide materials for parents and train new hires in effective home/school communication practices. To achieve this goal, the District will work closely with the Butte County Office of Education to develop a listing of these resources.

In addition to improved home/school communication, staff will track the progress of low-income students by learning how to effectively disaggregate data. This achievement data will be shared during teacher collaboration time so that staff can use the information to plan appropriate instruction and interventions strategies. During class, teachers will introduce academic vocabulary and focus on science words from the Next Generation Science Standards.

Each grade-level will identify a low-income student for the purpose of tracking achievement data. LCAP funds will be used to hire a K-6 counselor to provide additional social-emotional support. At the middle school level, there will be a self-contained classroom at both the 7th and 8th grade level to help children who may benefit from this program.

English Learners

In the LCAP, the action plans for English Learners also address improved home/school communication and instructional/social-emotional support to close the achievement gap. We want parents to be active participants who help the District develop quality programs and services for English learners. LCAP funds will be used to provide materials for parents and train new hires in effective home/school communication practices. The funds will also be used to provide an English class for the parents of English learners and a basic computer and internet class. In addition, the District will hire a bilingual parent liaison and bilingual aides. The parent liaison will personally contact parents, invite them to activities, share important information and resources, and

translate at meetings and school events. The bilingual aides will work with teachers to provide academic support.

All newly hired teachers will be certified to teach English learners. At district and school-wide grade level meetings, teachers will have on-going professional development so that they can become aware of the new ELD standards, explore K-8 ELD assessment options, learn a new district-wide adaptive assessment system, and understand how to effectively disaggregate data. They will use this information to plan appropriate instruction and intervention strategies. During class, teachers will introduce academic vocabulary and focus on science words from the Next Generation Science Standards.

In addition, the administrative team will create a system of identification to monitor the academic and social-emotional needs of English learners. The District will hire a full-time K-6 counselor to support this effort. The current middle school counselor will provide this support at the two middle schools. There will also be a self-contained classroom at both the 7th and 8th grade level for students who may benefit from a more structured setting.

Foster Youth

The action plans for foster youth also focus on improved home/school communication. New hires will be trained in effective home/school communication practices. The District will work closely with the Butte County Office of Education to develop a listing of important resources to ensure that parents have access to information that they can use to support their child's education. In addition to improved home/school communication, the administrative team will create a system to identify foster youth with academic and social needs. A K-6 counselor will be hired to help with this process. The current middle school counselor will also provide support to foster youth, and a self-contained class at both the 7th and 8th grade level will be available.

To close the achievement gap, teachers will track the progress of foster youth by learning how to effectively disaggregate data. This achievement data will be shared during teacher collaboration time so that staff can use the information to plan appropriate instruction and interventions strategies. During class, teachers will introduce STEM related vocabulary to students on a weekly basis to promote college and career readiness.

Special Needs

The District has a commitment to decreasing the achievement gap among identified student groups. To support increased achievement among special needs students, the District will provide on-going professional development to train staff in the disaggregation of data on the district-wide adaptive system. The staff will then use the information during collaboration time and IEP meetings to plan appropriate instruction and intervention strategies.

The District will also improve and expand its pilot regional K-2 autism program. Based on an evaluation of the 2013-14 pilot, the District will reexamine the criteria used to identify students for the program. On-going training will be provided for teachers and paraprofessionals in the program by BCOE autism specialists and the school psychologists. The District will consider program expansion based on the number of autism students and their needs.

- D. 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). 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). 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.

Increased or Improved Services Provided for Unduplicated Students

Using the School Services of California simulator, the District's percentage by which services for unduplicated students (low income, foster youth, and English learners), must be increased or improved as compared to all students in LCAP Year 1: 2014-15, is 10.72% as calculated pursuant to 5 CCR 15496(a). The proportionality percentage is met for unduplicated students with Continuing & Enhanced Services and Increased or Improved Services as described in Section C above.

	2014-15
Estimated Total LCFF Funding	\$17,328,192
Estimated Base Grant	\$15,180,678
Estimated Supplemental and Concentration Grant	\$1,689,342
Proportional increased or improved services for low-income, English learners, or foster youth as compared to the services provided for all students in each fiscal year.	11.13%

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.