

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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The Oxnard Union High School District (OUHSD) was established in 1901 and opened Oxnard High School in 1902. The district was formed by the elementary districts in the area it served in order to provide public education for grades 9 through 12. The District is comprised of six comprehensive high schools (Adolfo Camarillo—ACHS, Channel Islands—CIHS, Hueneme—HHS, Oxnard—OHS, Pacifica—PHS, Rio Mesa—RMHS), one continuation school (Frontier—FHS), and one independent study school (Condor—CHS) that serve more than 16,000 students. Additionally, nearly 7,000 adult students are served through the Oxnard Adult School (OAS). Rancho Campana High School (RCHS) is currently under construction in Camarillo and is scheduled to open in August 2015 for freshmen and sophomores. When completed, Rancho Campana will serve between 800-1000 students. District wide, approximately 63% of students qualify for Free/Reduced lunch, and more than the 3,000 students are classified as English Language Learners. Currently, the Ventura County Office of Education (VCOE) has identified 87 students as Foster Youth.

In Section 3 of the Local Control Accountability Plan (LCAP), under Related State and Local Priorities, we use the terms “primary” and “secondary.” These terms do not refer to grade spans (elementary or High School) but rather the relative strength of the alignment between that particular goal and the eight state priorities. “Primary” refers to a strong alignment that is as least fairly evident while “secondary” refers alignments that are not as obvious or direct.

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? 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>It is the intent of Oxnard Union High School District (OUHSD) to gather and incorporate input for our Local Control Accountability Plan (LCAP) from all stakeholder groups, including students, parents, teachers, principals, administrators, other school personnel, our local bargaining unit, and community members.</p> <p>In January and February, Stakeholders were invited to attend meetings on the Common Core State Standards (CCSS), the Local Control Funding Formula (LCFF), and the LCAP. These meetings occurred in conjunction with each school site’s Open House on either February 3 (ACHS & Condor HS), 6 (CIHS, HHS, OHS, PHS,</p>	<p>The LCAP/Parent Advisory Committee reviewed input from all stakeholders as well as other school/district data. Taking into consideration the eight state priorities, the six District Overarching Goals, and stakeholder input, the committee used its time to address “the what” (or the goals) and “the how” (or the actions and services). Jointly, they crafted seven major goals designed to meet the needs of all students, in particular those who are Low Income (LI), English Learner (EL), and Foster Youth (FY). While many of the goals address multiple areas of the state’s eight priorities, they also correspond well to the LCAP’s three broad categories: Conditions of Learning, Pupil Outcomes, and</p>

Involvement Process	Impact on LCAP
<p>RMHS) or March 18 (FHS). Three additional community meetings were announced in the Ventura County (VC) Star and held in centralized community locations on February 4, 5 and 11. All site and community meetings were conducted in both English and Spanish. The Superintendent met with business and community members at the Camarillo and Oxnard Chambers of Commerce and the Camarillo and Oxnard Rotary Clubs. Additional meetings were available and delivered at school sites by Union Representatives for OUHSD staff.</p> <p>The gathering of input from stakeholders using surveys began on February 3 and has been on-going. All participants in attendance at LCAP meetings were given surveys in either English or Spanish.</p> <p>The Assistant Superintendent of Educational Services met with leaders from the Oxnard Federation of Teachers and School Employees (OFTSE)/teacher association to discuss LCAP Staff Survey the week of February 10. Emails were sent to all OUHSD employees with a link to an online survey through Survey Monkey from February 19-26. In all, 626 OUHSD employees took the online survey (488 certificated staff and 138 classified staff).</p> <p>The majority of students at all sites were given surveys in their social science, health, or ELD class the week of February 24 or March 3. In all, more than 11,000 students took the LCAP survey and over 3,000 students made additional comments that were read by district personnel.</p> <p>All students and staff at the Oxnard Adult School were sent an email with a link to an online survey through Survey Monkey beginning March 4.</p> <p>Input from principals and other administrators was obtained</p>	<p>Engagement. These seven goals are addressed in the three-year plan of the LCAP, beginning with the 2014-15 school year.</p> <p><i>The Seven OUHSD LCAP Goals</i></p> <p><u>CONDITIONS OF LEARNING</u> (Basic Services, Implementation of CCSS & Access to Courses)</p> <ol style="list-style-type: none"> 1) Ensure all teachers are prepared to help all students (including LI, newcomer and long-term ELs, and FY) successfully complete high school and graduate prepared for college and career. 2) Ensure all students have access to appropriate technology and can demonstrate effective 21st Century Skills. <p><u>PUPIL OUTCOMES</u> (Student Achievement & Other Outcomes)</p> <ol style="list-style-type: none"> 3) All students will graduate prepared for college, career, and life, having successfully participated in the OUHSD Linked Learning high school experience. 4) Decrease the subgroup achievement gaps. 5) Increase the number of students successfully taking AP/IB courses and passing AP/IB tests. <p><u>ENGAGEMENT</u> (Parent Involvement, Student Engagement & School Climate)</p> <ol style="list-style-type: none"> 6) Increase opportunities for parent input and meaningful participation. 7) Ensure all sites have a positive school culture where all stakeholder voices are heard and respected. <p>While the LCAP addresses the next three years, LCAP/Parent Advisory Committee members understand that many aspects of each goal will extend beyond the next three years. Additionally, due to budgetary constraints, there are a number of actions and services that committee members would like to incorporate when</p>

Involvement Process	Impact on LCAP
<p>during the monthly Superintendent’s PLC and monthly Management Meetings in the months of February and March.</p> <p>The governing Board received information on the LCAP during two Board Study Sessions on February 12 and March 12.</p> <p>An LCAP/Parent Advisory Committee was formed, and met on February 13, March 4 and 18, and April 29 to provide input, work on the development of the LCAP, and make revisions to the drafts based on stakeholder input. The committee is comprised of parents, teachers, students, community members, principals, union representatives, the superintendent, and other district staff.</p> <p>The District English Learner (EL) Parent Advisory Committee and District Migrant Education Parent Advisory Committee (PAC) met on November 13, January 8, February 13, March 12, and May 7 to discuss the LCAP and provide input. Additionally, the English Learner Coordinating Council (ELCC) provided input on the LCAP on February 13 and April 30.</p> <p>The Draft LCAP was made available to stakeholders on the OUHSD website beginning March 21.</p> <p>The first Public Hearing on the draft LCAP took place at a regularly scheduled governing Board Meeting on March 26, 2014. The Public Hearing was announced in the VC Star 10 days prior to the meeting in both English and Spanish.</p> <p>All stakeholder groups have been given an opportunity to read and provide feedback on the draft LCAP, beginning March 21 through the final approval date scheduled for June 25. At the site level, these groups include the School Site Council (SSC), English Learner Advisory Committee (ELAC), Migrant PAC, student</p>	<p>funds become available. These include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Staff (additional positions or additional hours) <ul style="list-style-type: none"> Coordinator of Special Education Counselors College and Career Technician Campus Supervisors Nurses and Health Aides Associate Principals/Deans (Adult School, CIHS, Condor, other) Psychologists Custodians • Textbook Adoptions • Technology (refresh, SBAC capabilities, moving towards 1:1 mobile devices for all students) • Additional Tutoring • Targeted Smaller Class Size • Facilities Upgrades <ul style="list-style-type: none"> Portable Buildings Roofing Hueneme HS Bleachers Pacifica HS Brick Siding Sealant Performing Arts Center Repairs (OHS, PHS) Tracks Athletic Fields

Involvement Process	Impact on LCAP
<p>Associated Student Body (ASB), and teacher/staff meetings. At the district level, it includes the District English Learner Advisory Committee (DELAC), Migrant Education District Parent Advisory Committee (DPAC), EL Parent Advisory Committee, LCAP/Parent Advisory Committee, ELCC, Department Chair meetings, and District Curriculum Council (DCC).</p> <p>The superintendent posted written responses to input from LCAP/Parent Advisory Committee members, English Learner Parent Advisory Committee members, and any other stakeholder questions on May 20, 2014. The written responses link is considered a living document and is updated as needed throughout the process.</p> <p>A second public hearing on the LCAP took place on May 28, 2014 at a regularly scheduled governing Board Meeting.</p> <p>The final LCAP Parent Advisory meeting took place on June 17, 2014. Committee members were given an opportunity to make last minute changes to the draft LCAP before sending it to the governing Board for approval.</p> <p>The final LCAP was presented and approval at the regularly scheduled governing Board Meeting on June 25, 2014.</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?

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?

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: Teachers need ongoing Professional Development (PD) to provide them with the skills necessary to implement the new Common Core State Standards (CCSS), new English Language Development Standards (ELD), and Next Generation Science Standards (NGSS), and address the needs of all students.</p> <p>Metrics: LCAP Surveys, CCSS, ELD and NGSS Professional</p>	1) Ensure all teachers are prepared to help all students (including LI, newcomer and long-term EL's, and FY) successfully complete high school and graduate prepared for college and career.	All Students LI, EL, FY	All Schools	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> •All teachers will participate in one or more PD and/or PLC training on the CCSS, new ELD Standards as verified by attendance sheets (Science teachers will additional attend training on the NGSS) •CAHSEE pass rate (350+) in Math and English will increase by 2% •ELs will make progress on the CELDT and meet state AMAO 1 and AMAO 2 	<ul style="list-style-type: none"> •All teachers will participate in one or more PD and/or PLC training on the CCSS, new ELD Standards as verified by attendance sheets (Science teachers will additional attend training on the NGSS) •CAHSEE pass rate (350+) in Math and English will increase by 2% •ELs will make progress on the CELDT and meet state AMAO 1 and AMAO 2 	<ul style="list-style-type: none"> •All teachers will participate in one or more PD and/or PLC training on the CCSS, new ELD Standards as verified by attendance sheets (Science teachers will additional attend training on the NGSS) •CAHSEE pass rate (350+) in English and Math will increase by 2% •ELs will make progress on the CELDT and meet state AMAO 1 and AMAO 2 	<p><u>State Priorities</u> Primary: 1, 2, 4, 8 Secondary: 5, 7</p> <p><u>Local Priorities</u> 1, 2, 3, 4</p>

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	
Development (PD) and Professional Learning Community (PLC) sign-in sheets, Teacher assignment and credentials, California English Language Development Test (CELDT), AMAOs, CAHSEE Data, HS Graduation Rate, HS Dropout Rate, UC/CSU a-g completion rate, Standards-aligned instructional materials per Williams Act Sufficiency Report, Academy Participation Counts, Facilities Inspection Tool					<ul style="list-style-type: none"> •HS graduation rate will increase by 2% •HS dropout rate will decrease by 2% •UC/CSU a-g completion rate will increase by 2% •All teachers will be Highly Qualified (HQT) •All classrooms will have standards-aligned instructional materials as documented by the Williams Act •More students will be enrolled in an academy than in the previous year •All school facilities will be maintained in good repair 	<ul style="list-style-type: none"> •HS graduation rate will increase by 2% •HS dropout rate will decrease by 2% •UC/CSU a-g completion rate will increase by 2% •All teachers will be Highly Qualified (HQT) •All classrooms will have standards-aligned instructional materials as documented by the Williams Act •More students will be enrolled in an academy than in the previous year •All school facilities will be maintained in good repair 	<ul style="list-style-type: none"> •HS graduation rate will increase by 2% •HS dropout rate will decrease by 2% •UC/CSU a-g completion rate will increase by 2% •All teachers will be Highly Qualified (HQT) •All classrooms will have standards-aligned instructional materials as documented by the Williams Act •More students will be enrolled in an academy than in the previous year •All school facilities will be maintained in good repair 	

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.)
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<p>Need: Technology skills are vital for success in the global economy. Students do not have access to all the technology they need.</p> <p>Metrics: LCAP Surveys, SBAC Requirements,</p>	2) Ensure all students have access to appropriate technology and can demonstrate effective 21 st Century Skills.	All Students LI, EL, FY	All Schools	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> •Student surveys will show increased satisfaction with school technology •Students will successfully participate in SBAC testing 	<ul style="list-style-type: none"> •Increase student and staff usage of D2L by 5% •80% of students will successfully complete Computer Literacy graduation requirement by the end of 11th grade 	<ul style="list-style-type: none"> •Increase student and staff usage of D2L by 5% •90% of students will successfully complete Computer Literacy graduation requirement by the end of 11th grade 	<p><u>State Priorities</u> Primary: 1, 2, 4, 5, 6, 7, 8</p> <p>Secondary: none</p> <p><u>Local Priorities</u> 1, 2, 6</p>
<p>Need: Students and parent are often unaware of college entrance requirements and/or the skills needed for careers.</p> <p>Metrics: LCAP Surveys, California English Language Development Test (CELDT), CDE AMAOs, reclassification</p>	3) All students will graduate prepared for college, career, and life, having successfully participated in the OUHSD Linked Learning high school experience.	All Students LI, EL, FY	All Schools	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> •Graduation rate will increase by 2% •UC/CSU a-g completion rate will increase by 2% •CAHSEE Pass Rate (350+) in Math and English will increase by 2% •At least 60% of ELs will make progress on the CELDT (AMAO 1) •Increase number of CTE course 	<ul style="list-style-type: none"> •Graduation rate will increase by 2% •UC/CSU a-g completion rate will increase by 2% •CAHSEE Pass Rate (350+) in Math and English will increase by 2% •At least 62% of ELs will make progress on the CELDT (AMAO 1) •Increase number of CTE course 	<ul style="list-style-type: none"> •Graduation rate will increase by 2% •UC/CSU a-g completion rate will increase by 2% •CAHSEE Pass Rate (350+) in Math and English will increase by 2% •At least 64% of ELs will make progress on the CELDT (AMAO 1) •Maintain number of CTE course 	<p><u>State Priorities</u> Primary: 1, 2, 4, 5, 6, 7, 8</p> <p>Secondary: 3</p> <p><u>Local Priorities</u> 1, 2, 6</p>

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.)
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rates, CAHSEE Data, Graduation Rates, UC/CSU a-g completion rates, CTE course Offerings, Naviance Data, Early Assessment Program (EAP)					offerings •Increase % of students completing all Naviance tasks by 5% •Reclassification of ELs to Fluent English Proficient will increase by 2% •Percent of students scoring proficient according to the EAP will increase by 2%	offerings •Increase % of students completing CTE pathway by 2% •Increase % of students completing all Naviance tasks by 5% •Reclassification of ELs to Fluent English Proficient will increase by 2% •Percent of students scoring proficient according to the EAP will increase by 2%	offerings •Increase % of students completing CTE pathway by 2% •Increase % of students completing all Naviance tasks by 5% •Reclassification of ELs to Fluent English Proficient will increase by 2% •Percent of students scoring proficient according to the EAP will increase by 2%	
Need: EL, LI, FY and SPED subgroups are not performing as high as White and Asian students.	4) Decrease the subgroup achievement gaps.	LI, EL, FY, SPED	All Schools	Not Applicable: Year 1 of LCAP	•Graduation rate for each significant subgroup will increase by 3% •UC/CSU a-g completion rate for each significant	•Graduation rate for each significant subgroup will increase by 3% •UC/CSU a-g completion rate for each significant	•Graduation rate for each significant subgroup will increase by 3% •UC/CSU a-g completion rate for each significant	<u>State Priorities</u> Primary: 2, 4, 7, 8 Secondary: 1, 3, 5, 6 <u>Local Priorities</u> 3, 4, 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	
<p><u>Metrics:</u> LCAP Surveys, California English Language Development Test (CELDT), CDE AMAOs, reclassification rates, CAHSEE Data, Graduation Rates, UC/CSU a-g completion rates, CTE course Offerings, Attendance Data, API/CST (API and CST results from 2013 are measurements used to identify actions and resources for specific subgroups, but they will not be</p>					<p>subgroup will increase by 3% •CAHSEE Proficiency (380+) Rate for each significant subgroup in Math and English will increase by 2% •At least 60% of ELs will make progress on the CELDT (AMAO 1) •Reclassification of ELs to Fluent English Proficient will increase by 2% •Average Daily Attendance (ADA) rate will increase by 0.5% for each significant subgroup •There will be a reduction in Foster Youth Mobility for intra-</p>	<p>subgroup will increase by 3% •CAHSEE Proficiency (380+) Rate for each significant subgroup in Math and English will increase by 2% •At least 62% of ELs will make progress on the CELDT (AMAO 1) •Reclassification of ELs to Fluent English Proficient will increase by 2% •Average Daily Attendance (ADA) rate will increase by 0.2% or maintain for each significant sub group •There will be a reduction in Foster Youth</p>	<p>subgroup will increase by 3% •CAHSEE Proficiency (380+) Rate for each significant subgroup in Math and English will increase by 2% •At least 64% of ELs will make progress on the CELDT (AMAO 1) •Reclassification of ELs to Fluent English Proficient will increase by 2% •Average Daily Attendance (ADA) rate will increase by 0.2% or maintain for each significant subgroup •There will be a reduction in Foster Youth</p>	

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>used to measure growth in 2014-15, 2015-16, and 2016-17)</i>					district transfers (Year 1 to determine baseline) •SPED students will have increased participation in work-based learning opportunities (Year 1 to determine baseline) •Increased participation of each significant subgroup in AP/IB courses (Year 1 to determine baseline) •Increased participation of each significant subgroup in CTE Pathways and/or Academies (Year 1 to determine baseline)	Mobility for intra-district transfers •SPED students will have a 2% increase in participation in work-based learning opportunities •Increased participation of each significant subgroup in AP/IB courses •Increased participation of each significant subgroup in CTE Pathways and/or Academies •Develop action plan to address new components of the new accountability system in 2016-17	Mobility for intra-district transfers •SPED students will have a 2% increase in participation in work-based learning opportunities •Increased participation of each significant subgroup in AP/IB courses •Increased participation of each significant subgroup in CTE Pathways and/or Academies •Implement and adjust action plan to increase success on the new accountability system	

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	
					•Learn about the new accountability system for 2016-17			
Need: There are not enough students, especially from subgroups, taking and passing AP courses. Metrics: LCAP Surveys, Grade Reports, AP/IB Test Reports	5) Increase the number of students successfully taking AP/IB courses and passing AP/IB tests.	All Students LI, EL, FY	All Schools	Not Applicable: Year 1 of LCAP	•Increase number of students in an AP/IB class with a final grade of C or better by 2% •Increase number of students passing AP/IB tests with a 3 or better by 2%	•Increase number of students in an AP/IB class with a final grade of C or better by 2% •Increase number of students passing AP/IB tests with a 3 or better by 2%	•Increase number of students in an AP/IB class with a final grade of C or better by 2% •Increase number of students passing AP/IB tests with a 3 or better by 2%	<u>State Priorities</u> Primary: 4, 7 Secondary: <u>Local Priorities</u> 1, 3
Need: Parents need to be more involved in the education of their children. Metrics: LCAP Surveys, OUHSD Parent Surveys 2012-13, Sign-in sheets for	6) Increase opportunities for parent input and meaningful participation.	All Students LI, EL, FY	All Schools	Not Applicable: Year 1 of LCAP	•Annual parent surveys will demonstrate an increase in self-reported positive school interactions •Site Governance Facilitators will monitor SSC and	•Annual parent surveys will demonstrate an increase in self-reported positive school interactions •Site Governance Facilitators will monitor SSC and	•Annual parent surveys will demonstrate an increase in self-reported positive school interactions •Site Governance Facilitators will monitor SSC and	<u>State Priorities</u> Primary: 3 Secondary: 1, 3, 4, 5, 7, 8 <u>Local Priorities</u> 3, 4, 5, 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	
DELAC, DPAC and Parent Advisory Committee meetings, Site Governance Facilitator Job Description					ELAC meetings to ensure 100% compliance with state/federal laws (Year 1 to determine baseline) •Each site will have at least one Parent rep at all DELAC, DPAC and Parent Advisory meetings	ELAC meetings to ensure 100% compliance with state/federal laws •Each site will have at least one Parent representative at all DELAC, DPAC and Parent Advisory Committee meetings	ELAC meetings to ensure 100% compliance with state/federal laws •Each site will have at least one Parent representative at all DELAC, DPAC and Parent Advisory Committee meetings	
Need: Students need to take an active role in their own education. Staff needs to see them as stakeholders, creating a positive environment for active participation. Metrics: LCAP Surveys, OUHSD Parent Surveys 2012-13,	7) Ensure all sites have a positive school culture where all stakeholder voices are heard and respected.	All Students LI, EL, FY	All Schools	Not Applicable: Year 1 of LCAP	•There will be a decrease in the behaviors that result in office referrals, suspensions and expulsions •Average Daily Attendance (ADA) rate will increase by 0.5% •Chronic absenteeism rates as measured by	•There will be a decrease in the behaviors that result in office referrals, suspensions and expulsions •Average Daily Attendance (ADA) rate will increase by 0.2% or maintain previous year's growth •Chronic absenteeism	•There will be a decrease in the behaviors that result in office referrals, suspensions and expulsions •Average Daily Attendance (ADA) rate will increase by 0.2% or maintain previous year's growth •Chronic absenteeism	<u>State Priorities</u> Primary: 6 Secondary: 3, 4, 5, 8 <u>Local Priorities</u> 3, 4, 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	
attendance data, truancy rates, suspension rates, expulsion rates					truancy rates will decrease by 3% at each site	rates as measured by truancy rates will decrease by 3% at each site	rates as measured by truancy rates will decrease by 3% at each site	

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
1) Ensure all teachers are prepared to help all students (including LI, newcomer and long-term EL's, and FY) successfully complete high school and graduate prepared for college and career.	<p><u>State Priorities</u> Primary: 1, 2, 4, 8</p> <p>Secondary: 5, 7</p> <p><u>Local Priorities</u> 1, 2, 3, 4</p>	<ul style="list-style-type: none"> • Provide Professional Development (PD) in the summer and throughout the year to ensure teachers are prepared to implement the Common Core State Standards (CCSS) and English Language Development (ELD) Standards, and all teachers are skilled in literacy instruction across the curriculum • Train teachers/staff on Linked Learning • Train teachers/staff on 21st Century Skills and Learning Strategies • Train teachers/staff on the UC/CSU "a-g" requirements and the district and site data • Retain & hire highly qualified teachers by ensuring competitive wages (negotiated) • Restoration of PD Days • Restoration of 	LEA-wide	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> • CCSS PD: \$225,000 (Common Core) • Sub Pay to release teachers for within the school year CCSS PD: \$50,000 (Common Core) • Conferences: \$125,000 (Common Core) • Linked Learning & 21st Century Learning PD: \$114,000 (State Restricted Funds—CCPT: California Career Partnership Trust Grant) • Addition of 2 Professional Development Days (ongoing): \$1,000,000 (Unrestricted General Funds) • Restoration of 3 school days (ongoing): \$1,500,000 (Unrestricted) 	<ul style="list-style-type: none"> • Summer PD: \$90,000 (Federal Restricted Funds) • During School CCSS PD: \$20,000 (Federal Restricted Funds) • Sub Pay to release teachers for within the school year PD: \$10,000 (Federal Restricted Funds) • Conferences: \$15,000 (Federal Restricted Funds) • Linked Learning & 21st Century Learning PD: \$50,000 (State Restricted Funds—CCPT Grant) 	<ul style="list-style-type: none"> • Summer PD: \$90,000 (Federal Restricted Funds) • During School CCSS PD: \$20,000 (Federal Restricted Funds) • Sub Pay to release teachers for within the school year PD: \$10,000 (Federal Restricted Funds) • Conferences: \$15,000 (Federal Restricted Funds)

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
		School Days (3)			General Funds)		
2) Ensure all students have access to appropriate technology and can demonstrate effective 21 st Century Skills.	<u>State Priorities</u> Primary: 1, 2, 4, 5, 6, 7, 8 Secondary: <u>Local Priorities</u> 1, 2, 6	<ul style="list-style-type: none"> • Increase internet speed and accessibility by increasing bandwidth • Purchase enough tablets/personal devices so that every student has access to one (1:1 computer) • Train students, teachers/staff how to effectively use Desire2Learn (D2L) • Purchase e-textbooks • Revise the District's computer literacy requirement 	LEA-wide	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> • Increase Bandwidth by 2 GB: \$85,500 (Unrestricted General Funds) • 1600 student mobile devices: \$800,000 (Common Core and Unrestricted General Funds) • D2L training (100 seats @ 2 hours): \$5,600 (Common Core) • 100 mobile devices for Teachers completing D2L: \$50,000 (Common Core) • District Curriculum Committee project to revise computer literacy requirements (extra hourly): \$1000 (Unrestricted General Funds) 	<ul style="list-style-type: none"> • Maintain 2 GB Bandwidth: \$85,500 (Unrestricted General Funds) • 1600 student mobile devices: \$800,000 (Unrestricted General Funds) • D2L training (100 seats @ 2 hours): \$5,600 (Unrestricted General Funds) • 100 Mobile Devices for Teachers completing D2L: \$50,000 (Unrestricted General Funds) 	<ul style="list-style-type: none"> • Maintain 2 GB Bandwidth: \$85,500 (Unrestricted General Funds) • 1600 student mobile devices: \$800,000 (Unrestricted General Funds) • D2L training (100 seats @ 2 hours): \$5,600 (Unrestricted General Funds) • 100 Mobile Devices for Teachers completing D2L: \$50,000 (Unrestricted General Funds)
3) All students will graduate	<u>State Priorities</u> Primary: 1, 2, 4, 5, 6,	<ul style="list-style-type: none"> • Expand A-G remediation courses 	LEA-wide	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> • 2 extra hours for College and 	<ul style="list-style-type: none"> • 4 extra hours for College and 	<ul style="list-style-type: none"> • 4 extra hours for College and

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
prepared for college, career, and life, having successfully participated in the OUHSD Linked Learning high school experience.	7, 8 Secondary: 3 <u>Local Priorities</u> 1, 2, 6	<i>(e.g., Biology & bilingual remediation courses in APEX)</i> <ul style="list-style-type: none"> Expand hours of the College & Career Center so it is open before & after school AB 490 & AB 216 training & implementation at all school sites. Academic Counselors Work with partner districts to develop 4-year plan Expand career pathways and opportunities (work-based learning) Implement linked learning for all students (<i>graduate profile—skills, behaviors & aptitudes, Naviance, Freshmen Transition</i>) Develop projects that incorporate college & career readiness (<i>e.g., add financial literacy to Econ.-12th</i>) College field trips SOAR Credit Recover Courses 			<p>Career Technicians (added to current 4 hours of district paid hours): \$80,000 (Carl Perkins Grant)</p> <ul style="list-style-type: none"> Naviance 9th -12th: \$84,000 (State Restricted Funds—CCPT Grant) Development of Graduate Profile (extra hourly): \$1000 (State Restricted Funds—CCPT Grant) Development of College & Career Readiness projects (120 teachers for 16 hours): \$54,000 (Common Core) Freshmen Transition/EEI for 9th graders (revision, materials & training): \$5,000 (Common Core) College Field Trips organized by each school site: 	<p>Career Technicians (added to current 4 hours of district paid hours): \$170,000 (Carl Perkins & Unrestricted General Funds)</p> <ul style="list-style-type: none"> Naviance 9th -12th: \$84,000 (State Restricted Funds—CCPT Grant) Development of College & Career Readiness projects (120 teachers for 16 hours): \$54,000 (Unrestricted General Funds) Freshmen Transition/EEI for 9th graders (revision, materials & training): \$5,000 (Unrestricted General Funds) College Field Trips organized by each school site: variable costs (paid through site Unrestricted General Funds) 	<p>Career Technicians (added to current 4 hours of district paid hours): \$170,000 (Carl Perkins & Unrestricted General Funds)</p> <ul style="list-style-type: none"> Naviance 9th -12th: \$84,000 (LCFF) Development of College & Career Readiness projects (120 teachers for 16 hours): \$54,000 (Unrestricted General Funds) College Field Trips organized by each school site: variable costs (paid through site LCFF funds) SOAR and OASIS courses during the regular school day (smaller class size): Site FTE Allocation (Unrestricted General Funds)

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
		during the regular school day <ul style="list-style-type: none"> • OASIS courses during the regular school day to enhance social skills 			variable costs (paid through site Unrestricted General Funds) <ul style="list-style-type: none"> • SOAR and OASIS courses during the regular school day (smaller class size): Site FTE Allocation (Unrestricted General Funds) 	<ul style="list-style-type: none"> • SOAR and OASIS courses during the regular school day (smaller class size): Site FTE Allocation (Unrestricted General Funds) 	
4) Decrease subgroup achievement gaps.	<u>State Priorities</u> Primary: 2, 4, 7, 8 Secondary: 1, 3, 5, 6 <u>Local Priorities</u> 3, 4, 6	<ul style="list-style-type: none"> • See Section 3B 	LEA-wide	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> • See Section 3 B 	<ul style="list-style-type: none"> • See Section 3 B 	<ul style="list-style-type: none"> • See Section 3 B
5) Increase the number of students successfully taking AP/IB courses and passing AP/IB tests.	<u>State Priorities</u> Primary: 4, 7 Secondary: <u>Local Priorities</u> 1, 3	<ul style="list-style-type: none"> • Expand AP/IB programs (PD for teachers, D2L for all AP/IB courses–embedded support, Tutoring–Lang. support, academic/collegiate calendar) • Parent Nights to explain AP/IB Courses • AP/IB Courses PD for teachers, counselors 	LEA-wide	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> • D2L PD for AP/IB Teachers: See goal 2 above • Parent Nights to explain AP/IB Courses (announcements, refreshments): \$900 (Unrestricted General Funds) • AP/IB Courses PD for teachers, counselors and Administrators 	<ul style="list-style-type: none"> • D2L PD for AP/IB Teachers: See goal 2 above • Parent Nights to explain AP/IB Courses (announcements, refreshments): \$900 (Unrestricted General Funds) • AP/IB Courses PD for teachers, counselors and Administrators 	<ul style="list-style-type: none"> • D2L PD for AP/IB Teachers: See goal 2 above • Parent Nights to explain AP/IB Courses (announcements, refreshments): \$900 (Unrestricted General Funds) • AP/IB Courses PD for teachers, counselors and Administrators

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
		and Administrators			(staff meetings, staff PD day): See goal 1 above	(staff meetings, staff PD day): See goal 1 above	(staff meetings, staff PD day): See goal 1 above
6) Increase opportunities for parent input and meaningful participation.	<u>State Priorities</u> Primary: 3 Secondary: 1, 3, 4, 5, 7, 8 <u>Local Priorities</u> 3, 4, 5, 6	<ul style="list-style-type: none"> Parent workshops on parent involvement & inform importance of CAHSEE & CELDT. Fortify & expand Adult Ed. program: Increase parent graduation rate, study skills, English language skills to help. Activities: expand course availability & advertisements. Family outreach specialist (classified, 4-6 hrs./month). 	LEA-wide	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> Parent Liaison: \$85,000 (Federal Restricted Funds) Site Governance Facilitator (1/site @ \$1,000): \$8,000 (Federal Restricted Funds) Parent Involvement Facilitators (1 per site @ \$1,000): \$8,000 (Federal Restricted Funds) 	<ul style="list-style-type: none"> Parent Liaison: \$85,000 (Federal Restricted Funds) Site Governance Facilitator (1/site @ \$1,000): \$8,000 (Federal Restricted Funds) Parent Involvement Facilitators (1 per site @ \$1,000): \$8,000 (Federal Restricted Funds) 	<ul style="list-style-type: none"> Parent Liaison: \$85,000 (Federal Restricted Funds) Site Governance Facilitator (1/site @ \$1,000): \$8,000 (Federal Restricted Funds) Parent Involvement Facilitators (1 per site @ \$1,000): \$8,000 (Federal Restricted Funds)
7) Ensure all sites have a positive school culture where all stakeholder voices are heard and respected.	<u>State Priorities</u> Primary: 6 Secondary: 3, 4, 5, 8 <u>Local Priorities</u> 3, 4, 6	<ul style="list-style-type: none"> PD for employees in customer service and protocols for working with students, parents and the community Establish a solutions/concerns Committee Peer Resource Link Crew Connectivity Counselor (to address attendance, emotional, loss/grief, 	LEA-wide	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> PD for employees in customer service and protocols for working with students, parents, and the community (HR, Student Services, Parent Liaison): No additional cost 	<ul style="list-style-type: none"> PD for employees in customer service and protocols for working with students, parents, and the community (HR, Student Services, Parent Liaison): No additional cost Security Cameras for 2 schools/year (\$50,000/site): 	<ul style="list-style-type: none"> PD for employees in customer service and protocols for working with students, parents, and the community (HR, Student Services, Parent Liaison): No additional cost Security Cameras for 2 schools/year (\$50,000/site):

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
		and drug issues) • Additional Campus Supervisors • Fencing and Security Cameras • Health Officers • Tardy Sweeps • Positive Motivation Strategies (PBIS, Champs, etc.)				\$100,000 (Unrestricted General Funds) • Additional Campus Supervisors (3 hours/day/site): \$83,250	\$100,000 (Unrestricted General Funds) • Additional Campus Supervisors (3 hours/day/site): \$83,250

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: 2015-16
1) Ensure all teachers are prepared to help all students (including LI, newcomer and long-term EL’s, and FY) successfully complete high school and graduate prepared for college and career.	<u>State Priorities</u> Primary: 1, 2, 4, 8 Secondary: 5, 7 <u>Local Priorities</u> 1, 2, 3, 4	For Low Income pupils: <ul style="list-style-type: none"> Provide PD in the summer and throughout the year to ensure teachers are prepared to implement the CCSS and ELD Standards, and all teachers are skilled in literacy instruction across the curriculum Train teachers/staff how to specifically engage students impacted by poverty 	LEA-wide	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> CCSS PD (see section 3A above) Sub Pay to release teachers for within the school year CCSS PD (see section 3A above) Conferences (see section 3A above) Addition of 2 Professional Development Days (see section 3A above) 	<ul style="list-style-type: none"> CCSS PD (see section 3A above) Sub Pay to release teachers for within the school year CCSS PD (see section 3A above) Conferences (see section 3A above) Addition of 2 Professional Development Days (see section 3A above) 	<ul style="list-style-type: none"> CCSS PD (see section 3A above) Sub Pay to release teachers for within the school year CCSS PD (see section 3A above) Conferences (see section 3A above) Addition of 2 Professional Development Days (see section 3A above)
1) Ensure all teachers are prepared to help all students (including LI, newcomer and long-term EL’s,	<u>State Priorities</u> Primary: 1, 2, 4, 8 Secondary: 5, 7 <u>Local Priorities</u> 1, 2, 3, 4	For English Learners: <ul style="list-style-type: none"> Provide PD in the summer and throughout the year to ensure teachers are prepared to implement the CCSS and ELD Standards, 	LEA-wide	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> CCSS PD (see section 3A above) Sub Pay to release teachers for within the school year CCSS PD (see section 3A above) 	<ul style="list-style-type: none"> CCSS PD (see section 3A above) Sub Pay to release teachers for within the school year CCSS PD (see section 3A above) 	<ul style="list-style-type: none"> CCSS PD (see section 3A above) Sub Pay to release teachers for within the school year CCSS PD (see section 3A above)

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: 2015-16
and FY) successfully complete high school and graduate prepared for college and career.		and all teachers are skilled in literacy instruction across the curriculum <ul style="list-style-type: none"> Train teachers/staff how to specifically engage EL (newcomers and LTEL's) 			<ul style="list-style-type: none"> Conferences (see section 3A above) Addition of 2 Professional Development Days (see section 3A above) 	<ul style="list-style-type: none"> Conferences (see section 3A above) Addition of 2 Professional Development Days (see section 3A above) 	<ul style="list-style-type: none"> Conferences (see section 3A above) Addition of 2 Professional Development Days (see section 3A above)
1) Ensure all teachers are prepared to help all students (including LI, newcomer and long-term EL's, and FY) successfully complete high school and graduate prepared for college and career.	<u>State Priorities</u> Primary: 1, 2, 4, 8 Secondary: 5, 7 <u>Local Priorities</u> 1, 2, 3, 4	For Foster Youth: <ul style="list-style-type: none"> Provide PD in the summer and throughout the year to ensure teachers are prepared to implement the CCSS and ELD Standards, and all teachers are skilled in literacy instruction across the curriculum Train teachers/staff how to specifically engage Foster Youth (<i>utilize trainings by CASA, VCOE, Casa Pacifica, CYC, etc.</i>) Develop and implement a Foster Youth Data Policy Ensure AB 490 Liaison has adequate time, knowledge, and resources to execute the responsibilities as 	LEA-wide	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> CCSS PD (see section 3A above) Sub Pay to release teachers for within the school year CCSS PD (see section 3A above) Conferences (see section 3A above) Addition of 2 Professional Development Days (see section 3A above) 	<ul style="list-style-type: none"> CCSS PD (see section 3A above) Sub Pay to release teachers for within the school year CCSS PD (see section 3A above) Conferences (see section 3A above) Addition of 2 Professional Development Days (see section 3A above) 	<ul style="list-style-type: none"> CCSS PD (see section 3A above) Sub Pay to release teachers for within the school year CCSS PD (see section 3A above) Conferences (see section 3A above) Addition of 2 Professional Development Days (see section 3A above)

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: 2015-16
		outlined in Ed. Code					
1) Ensure all teachers are prepared to help all students (including LI, newcomer and long-term EL's, and FY) successfully complete high school and graduate prepared for college and career.	<u>State Priorities</u> Primary: 1, 2, 4, 8 Secondary: 5, 7 <u>Local Priorities</u> 1, 2, 3, 4	For Redesignated Fluent English Proficient pupils: <ul style="list-style-type: none"> • Provide PD in the summer and throughout the year to ensure teachers are prepared to implement the CCSS and ELD Standards, and all teachers are skilled in literacy instruction across the curriculum • Train teachers/staff how to specifically monitor and support Redesignated Fluent English Proficient students 	LEA-wide	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> • CCSS PD (see section 3A above) • Sub Pay to release teachers for within the school year CCSS PD (see section 3A above) • Conferences (see section 3A above) • Addition of 2 Professional Development Days (see section 3A above) 	<ul style="list-style-type: none"> • CCSS PD (see section 3A above) • Sub Pay to release teachers for within the school year CCSS PD (see section 3A above) • Conferences (see section 3A above) • Addition of 2 Professional Development Days (see section 3A above) 	<ul style="list-style-type: none"> • CCSS PD (see section 3A above) • Sub Pay to release teachers for within the school year CCSS PD (see section 3A above) • Conferences (see section 3A above) • Addition of 2 Professional Development Days (see section 3A above)
4) Decrease subgroup achievement gaps.	<u>State Priorities</u> Primary: 2, 4, 7, 8 Secondary: 1, 3, 5, 6 <u>Local Priorities</u> 3, 4, 6	For Low Income pupils: <ul style="list-style-type: none"> • Expand AVID to all 6 comprehensive school sites • Before/After school tutoring • Provide additional summer school courses • Expand counselors for special programs • Reduce counselor 	LEA-wide	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> • Expand AVID to all 6 comp. school sites (.2 FTE District Liaison, Site Fee, Curriculum, Summer PD): \$134,000 (Site Unrestricted General Funds) • Before/After school tutoring: \$70,000 (Site 	<ul style="list-style-type: none"> • Enhance AVID at all 6 comp. school sites (.4 FTE District Liaison, Site Fee, Summer PD): \$134,000 (Site Unrestricted General Funds) • Before/After school tutoring (\$15,000/site): \$105,000 (site 	<ul style="list-style-type: none"> • Enhance AVID at all 6 comp. school sites (.4 FTE District Liaison, Site Fee, Summer PD): \$134,000 (Site Unrestricted General Funds) • Before/After school tutoring (\$20,000/site): \$140,000 (site

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: 2015-16
		case load by hiring more counselors • Hire additional personnel for special programs/liaison, home-to-school liaison, etc.			Federal Restricted Funds and/or Site Unrestricted General Funds) • Provide four additional summer school courses at each comprehensive school site: \$210,000 (Unrestricted General Funds)	Federal Restricted Funds and/or Site Unrestricted General Funds) • Targeted Class Size Reduction (.4 FTE/site): \$280,000 (site Federal Restricted Funds and/or Site Unrestricted General Funds) • Provide four additional summer school courses at each comprehensive school site: \$210,000 (Unrestricted General Funds)	Federal Restricted Funds and/or Site Unrestricted General Funds) • Targeted Class Size Reduction (.8 FTE/site): \$560,000 (site Federal Restricted Funds and/or Site Unrestricted General Funds) • Provide four additional summer school courses at each comprehensive school site: \$210,000 (Unrestricted General Funds)
4) Decrease subgroup achievement gaps.	<u>State Priorities</u> Primary: 2, 4, 7, 8 Secondary: 1, 3, 5, 6 <u>Local Priorities</u> 3, 4, 6	For English Learners: • Expand AVID to all 6 comprehensive school sites • Before/After school tutoring • Provide additional summer school courses • Expand counselors for special programs	LEA-wide	Not Applicable: Year 1 of LCAP	• Expand AVID to all 6 comp. school sites: See Low Income above • Before/After school tutoring: See Low Income above • Additional .4 FTE Learning Design Coach aligned to	• Enhance AVID at all 6 comp. school sites: See Low Income above • Before/After school tutoring: See Low Income above • Additional .4 FTE Learning Design Coach aligned to	• Enhance AVID at all 6 comp. school sites: See Low Income above • Before/After school tutoring: See Low Income above • Additional .4 FTE Learning Design Coach aligned to

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: 2015-16
		<ul style="list-style-type: none"> • Reduce counselor case load by hiring more counselors • Hire additional personnel for special programs/liaison, home-to-school liaison, Learning Design Coach, etc. • PD for staff on basic communication with Mixteco and other EL students and parents • PD on new ELD Standards and the CCSS 			ELs: \$40,000 (Federal Restricted Funds) <ul style="list-style-type: none"> • PD for staff on communication skills for working with Mixteco and other EL families (use portion of staff PD day): See Goal 1 above • 0.2 FTE Counseling support for English Learners at ACHS: \$25,000 (Unrestricted General Funds) • Provide additional EL summer school courses at each school site: \$100,000 (Federal Restricted Funds and Unrestricted General Funds) • PD on new ELD-CCSS Standards: \$10,000 (Federal Restricted Funds) 	ELs: \$40,000 (Federal Restricted Funds) <ul style="list-style-type: none"> • PD for staff on communication skills for working with Mixteco and other EL families (use portion of staff PD day): See Goal 1 above • 0.2 FTE Counseling support for English Learners at ACHS: \$25,000 (Unrestricted General Funds) • Provide additional EL summer school courses at each school site: \$100,000 (Federal Restricted Funds and Unrestricted General Funds) • PD on new ELD-CCSS Standards: \$10,000 (Federal Restricted Funds) 	ELs: \$40,000 (Federal Restricted Funds) <ul style="list-style-type: none"> • PD for staff on communication skills for working with Mixteco and other EL families (use portion of staff PD day): See Goal 1 above • 0.2 FTE Counseling support for English Learners at ACHS: \$25,000 (Unrestricted General Funds) • Provide additional EL summer school courses at each school site: \$100,000 (Federal Restricted Funds and Unrestricted General Funds) • PD on new ELD-CCSS Standards: \$10,000 (Federal Restricted Funds)
4) Decrease subgroup achievement	<u>State Priorities</u> Primary: 2, 4, 7, 8	For Foster Youth: • AB 490 & AB 216 implementation and	LEA-wide	Not Applicable: Year 1 of LCAP	<ul style="list-style-type: none"> • PD for staff on implementation of AB 490 and AB 	<ul style="list-style-type: none"> • PD for staff on implementation of AB 490 and AB 	<ul style="list-style-type: none"> • PD for staff on implementation of AB 490 and AB

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: 2015-16
gaps.	Secondary: 1, 3, 5, 6 <u>Local Priorities</u> 3, 4, 6	training at all school sites. <ul style="list-style-type: none"> • Expand AVID to all 6 comprehensive school sites • Before/After school tutoring • Provide additional summer school courses • Expand counselors for special programs • Reduce counselor case load by hiring more counselors • Hire additional personnel for special programs/liaison, home-to-school liaison, etc. • Develop a Data Agreement with VCOE to allow for easier transfer of information between agencies to better assist students 			216 at all school sites (VCOE staff or other during a portion of staff PD day): \$2000 (Unrestricted General Funds) + See Goal 1 above <ul style="list-style-type: none"> • Expand AVID to all 6 comp. school sites: See Low Income above • Before/After school tutoring: See Low Income above • Provide four additional summer school courses at each comprehensive school site: See Low Income above • Develop a Data Agreement with VCOE to share information: No additional Cost 	216 at all school sites (VCOE staff or other during a portion of staff PD day): \$2000 (Unrestricted General Funds) + See Goal 1 above <ul style="list-style-type: none"> • Enhance AVID at all 6 comp. school sites: See Low Income above • Before/After school tutoring: See Low Income above • Provide four additional summer school courses at each comprehensive school site: See Low Income above • Evaluate and renew Data Agreement with VCOE to share information: No additional Cost 	216 at all school sites (VCOE staff or other during a portion of staff PD day): \$2000 (Unrestricted General Funds) + See Goal 1 above <ul style="list-style-type: none"> • Enhance AVID at all 6 comp. school sites: See Low Income above • Before/After school tutoring: See Low Income above • Provide four additional summer school courses at each comprehensive school site: See Low Income above • Renew Data Agreement with VCOE to share information: No additional Cost
4) Decrease subgroup achievement	<u>State Priorities</u> Primary: 2, 4, 7, 8	For Redesignated Fluent English Proficient pupils:	LEA-wide	Not Applicable: Year 1 of LCAP	• Expand AVID to all 6 comp. school sites: See Low	• Enhance AVID at all 6 comp. school sites: See Low	• Enhance AVID at all 6 comp. school sites: See Low

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: 2015-16
gaps.	Secondary: 1, 3, 5, 6 <u>Local Priorities</u> 3, 4, 6	<ul style="list-style-type: none"> • Expand AVID to all 6 comprehensive school sites • Before/After school tutoring • Provide additional summer school courses • Expand counselors for special programs • Reduce counselor case load by hiring more counselors • Hire additional personnel for special programs/liaison, home-to-school liaison, Learning Design Coach, etc. • PD for staff on basic communication with Mixteco and other EL students and parents 			Income above • Before/After school tutoring: See Low Income above • Additional .4 FTE Learning Design Coach aligned to ELs: See EL above • PD for staff on communication skills for working with Mixteco and other EL families (use portion of staff PD day): See Goal 1 above • Provide four additional summer school courses at each comprehensive school site: See Low Income above	Income above • Before/After school tutoring: See Low Income above • Additional .4 FTE Learning Design Coach aligned to ELs: See EL above • PD for staff on communication skills for working with Mixteco and other EL families (use portion of staff PD day): See Goal 1 above • Provide four additional summer school courses at each comprehensive school site: See Low Income above	Income above • Before/After school tutoring: See Low Income above • Additional .4 FTE Learning Design Coach aligned to ELs: See EL above • PD for staff on communication skills for working with Mixteco and other EL families (use portion of staff PD day): See Goal 1 above • Provide four additional summer school courses at each comprehensive school site: See Low Income above

- 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, school wide, countywide, or charter wide 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 school wide 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.)

Oxnard Union High School District (OUHSD) will receive an additional \$14,000,000 (estimate) for the 2014-15 school year. The unduplicated percentage for OUHSD exceeds 55%. Funds will be used to restore three student school days and to restore two staff development days. The remaining funds will be used to provide an additional four enrichment summer school courses at all six comprehensive school sites, expand the AVID program to all six comprehensive high schools, increase sub-pay to increase the pool of highly qualified substitute teachers and ensure a continuity of instruction when teachers are out of the classroom, before/after school tutoring, and additional Enrichment and EL summer school courses at all sites. These programs and strategies are the best use of our current funds to accelerate the growth of the students who are LI, EL, and FY (67.48%) and increase the achievement of all students.

- 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.

The LCFF is projected to generate additional revenues of 7% for OUHSD. In order to provide a 7% level of increased or improved services for our LI, EL, and FY students, we attempted to focus a large segment of our efforts on professional development. When staff are properly trained and equipped to work with students who are LI, EL, and FY, both the instruction and the student outcomes are impacted. Additionally, our use of funds to support AVID, summer school, before/after school tutoring, and the designation of an additional part time teacher to work on issues relating to English Learners will clearly provide our LI, EL and FY with more than the needed 7% of increased or improved services than will be provided to all our students. Finally, while the additional funds will have a positive impact on our students, it still is not enough to address all of the needs generated by our stakeholder groups. Many of the items have been allocated to a wish list for future years or when funds become available.

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.