

Local Control and Accountability Plan

Ocean View

July 1, 2014 - June 30, 2017

06/18/2014 (revised 06/25/2014)

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

Introduction:

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LCAP Year: 2014

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 |
|---|---|
| Description of Engagement Process | How the engagement process impacted the LCAP |
| <p>Parents: 2/18/2014 sent Local Control and Accountability Plan (LCAP survey and invitation to informational meetings to all parents 2/21/14 and 2/27/14 parent informational meetings held, and input gathered. All information and meetings provided in Spanish and English. Childcare provided at meetings. At informational meetings participants were provided information about the 8 state priorities and district data related to those priorities was shared. Participants then provided suggestions and comments in each of the priority areas, based on district needs</p> <p>Teachers and other certificated: Teacher leaders from each site gave input at District Leadership Team meeting. 2/24/14. All teachers given survey during March and April 2014 and turned in to district office. (Includes Psychologists, Nurse, Counselors)</p> <p>Principals/Administrators: Provided input at district leadership team meeting 2/24/14 and management meeting 2/19/14</p> <p>Other employees: Classified staff were provided with an opportunity to give input via a survey emailed or as hard copy May 14, 2014.</p> <p>Bargaining units: classified and certificated bargaining unit representatives provided input on priorities on 3/30/14</p> <p>Community Organizations- CAUSE (Central Coast United for a Sustainable Economy) representing low income and English Learner community, and Boys and Girls Club of Greater Oxnard and Port Hueneme invited to provide input on 4/1/14</p> <p>Parent advisory committee and EL Parent Advisory Committee meeting to participate in the development and review of the plan. Committee included parents of students of all required subgroups. The superintendent presented the LCAP in Spanish and English for review and comment. Clarifying questions were answered. No comments were made. Meeting was 5/27/14</p> <p>Public Hearing:6/10/14</p> <p>Public input: A draft of the plan was posted on the district website for public input on May 30 , 2014</p> | <p>Commonalities from stakeholders included support for implementing the district vision to prepare students for 21st century learning, and integration of technology into instruction. This is reflected in the plan as Goal #1 and with expenditures for technology devices, infrastructure, and training for teachers in implementation of the vision for 21st Century Learning, common core standards, and technology integration. EL parent leaders suggested that Goal 1 also include the expenditures for the bilingual teachers that are needed to staff the bilingual programs at all sites. Several stakeholder groups prioritized the availability of extra support for students who are below grade level, and so the expenditures for the site Intervention programs are reflected in Goal 1 also. Expenditures for maintaining the “block” schedule are also included here, because of stakeholder priority for providing extra language arts and math instruction at the 6-8 grade level, since test scores show lack of progress in those areas. Maintaining our small class size was a high priority for many groups, so those expenditures are included in Goal 1. Goal #2, for a safe and healthy learning environment reflects a strong desire from parents to improve the quality of meals. Additionally, it reflects the commonality from all stakeholders to maintain and increase the number of school counselors in the district. This is reflected in the expenditures which call for a gradual increase in the counseling services during the LCAP years, adding and additional full time bilingual counselor by year 3. Stakeholder input also prioritized the need for intervention programs to support students who are below grade level, and the expenditures in this plan show that significant resources are devoted to those programs. Goal 3 reflects the priority, especially from teacher groups, to provide training and common core aligned materials, and time for teachers to plan together. Goal 4 reflects the input from parents and teacher leadership for the need for a designated district staff member to assist with improving parent involvement.</p> <p>For future consideration as more funds are available: stakeholder input showed high interest in adding a PE specialist for elementary schools, and adding more intervention support in Math. Other areas of high interest were more enrichment activities, an Art Specialist, and more instructional assistants.</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/process 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 |
|--|--|---|---|---|--|--|---|------------------------------------|
| | Description of Goal | Applicable Pupil Subgroup(s) (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: Observation and surveys show that students have had limited instructional experiences for achieving the district vision for 21st century learning including common core aligned instruction and materials, and instruction for skills in critical thinking, communication, collaboration and creativity, and use of technology resources</p> <p>Metrics: Other student outcomes: Common Core assessments , assessments of other new state standards, CELDT/AMAO scores,Share of EL that become English Proficient, Reclassification rates, Performance on standardized tests: SBAC (state test) scores, API. <u>Not Applicable</u>: share of students college and career ready, share of students that pass AP exams, share of students prepared for college by the EAP</p> | Prepare students for 21st Century Learning | All | All | <p>Establish baseline scores on district common core assessments and state common core assessments.(including all new state standards such as Science and 2012 ELD)</p> <p>Increase the number of EL students who score proficient on CELDT (meet AMAO 2) and who meet Reclassification Criteria by 2%. Increase API.</p> | <p>Increase scores on district and state common core assessments by 2%. (including all new state standards such as Science and 2012 ELD)</p> <p>Increase the number of EL students who score proficient on CELDT (meet AMAO 2) and who meet Reclassification Criteria by 2%. Increase API.</p> | <p>Increase scores on district and state common core assessments by 2%. (including all new state standards such as Science and 2012 ELD)</p> <p>Increase the number of EL students who score proficient on CELDT (meet AMAO 2) and who meet Reclassification Criteria by 2%. Increase API.</p> | <p>Basic; Implementation of State Standards; Course access; Pupilachievement; Other pupil outcomes; Pupil engagement; School climate</p> <p>Local Priority: Implement District Vision for 21st Century Learning</p> | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Description of Goal | Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | Annual Update: Analysis of Progress | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | Related State and Local Priorities |
|--|--|--|---|-------------------------------------|--|---|--|---|
| <p>Need: Attendance rates, Chronic Absenteeism rates, Responses on California Healthy Kids Survey, Suspension ,Expulsion, and Drop out rates, show that these are not problem areas at this time, and we should at minimum maintain practices already in place to maintain . Meal participation rates for breakfast are below 50% .</p> <p>Metrics: Attendance rates, Chronic Absenteeism rates, other student outcomes, other local measures: Responses on California Healthy Kids Survey, Suspension, Expulsion, and middle school drop out rates, Student Access and enrollment in all required areas of study: enrollment records, Other student outcomes: Meal participation rates Not applicable: High school drop out rates, High school graduation rates</p> | Provide a safe and healthy learning environment for students | All | All | | Increase school attendance rate from 96.63 to 96.64. Maintain safe schools with suspension, expulsion and drop out rates and chronic absenteeism rates below county average. Increase Breakfast participation by 10%. Increase scores on California Healthy Kids Survey (CHKS). Maintain student access and enrollment in all required areas of study. | Increase school attendance rate from 96.64 to 96.65. Maintain safe schools with suspension, expulsion and drop out rates and chronic absenteeism rates below county average. Increase Breakfast participation by 10%. Increase scores on California Healthy Kids Survey (CHKS).Maintain student access and enrollment in all required areas of study. | Increase school attendance rate from 96.65 to 96.66. Maintain safe schools with suspension, expulsion and drop out rates and chronic absenteeism rates below county average. Increase Breakfast participation by 10%. Increase scores on California Healthy Kids Survey (CHKS). Maintain student access and enrollment in all required areas of study. | Course access Promote the health and wellness of students, families, and staff |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Description of Goal | Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | Annual Update: Analysis of Progress | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | Related State and Local Priorities |
|---|---|--|---|-------------------------------------|---|--|---|--|
| <p>Need: Facilities Maintenance Tool score (FIT) and staff interviews show that facilities are generally in good repair and condition and are regularly monitored and maintained. Inventory of instructional material shows that materials are not aligned with common core standards. Teacher survey and observation show that teacher training for district 21st Century Vision and implementation of common core standards is needed.</p> <p>Metrics: Implementation of CCSS for all students including EL, Student access to standards aligned instructional materials: Records of materials creation or purchase, records of teacher observation, and training schedules. Facilities Maintenance scores on Facilities Inspection Tool, Rate teachers are assigned and credentialed appropriately for students they teach: Records of teacher assignment and credentials. Course descriptions</p> | Provide a high quality learning environment that includes well maintained facilities, appropriate materials, and well-trained educators | All | All | | Maintain facilities in good condition as measured by FIT results. Create or purchase 2 instructional units in Language Arts and Math for each grade level. Teacher observation/survey will show increased number of teachers with high level of skills to teach common core standards and using 21st century strategies aligned with district vision. Maintain 100% compliance with teacher assignment and credentialing regulations. Maintain K-8 access to and enrollment in a broad course of study. | Maintain facilities in good condition as measured by FIT results. Create or purchase 2 instructional units in Language Arts and Math for each grade level. Teacher observation/survey will show increased number of teachers with high level of skills to teach common core standards and using 21st century strategies aligned with district vision. Maintain 100% compliance with teacher assignment and credentialing regulations . Maintain K-8 access to and enrollment in a broad course of study. | Maintain facilities in good condition as measured by FIT results. Create or purchase 2 instructional units in Language Arts and Math for each grade level. Teacher observation/survey will show increased number of teachers with high level of skills to teach common core standards and using 21st century strategies aligned with district vision. Maintain 100% compliance with teacher assignment and credentialing regulations. Maintain K-8 access to and enrollment in a broad course of study. | Basic; Course access Provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Provide curriculum and instruction that is research based, standards driven, focused and engaging |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Description of Goal | Applicable Pupil Subgroup(s) (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.) | Annual Update: Analysis of Progress | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | Related State and Local Priorities |
|--|---|--|--|--|---|---|---|---|
| <p>Need: Observation and surveys indicate the need to increase parent involvement at all schools.</p> <p>Metrics: Surveys, Agendas and meeting records, records of efforts to seek parent input in decision making at district and site, and promotion of parent participation</p> | <p>Increase parent involvement. Increase efforts to seek parent input and promote parental participation.</p> | <p>All</p> | <p>All</p> | | <p>The number of parents who participate in parent leadership groups such as School Site Council and advisory groups for parents of English Learners will increase by 2 parents per site. The number of parents who participate in parent involvement and training opportunities will increase by 5%.</p> | <p>The number of parents who participate in parent leadership groups such as School Site Council and advisory groups for parents of English Learners will increase by 2 parents per site. The number of parents who participate in parent involvement and training opportunities will increase by 5%.</p> | <p>The number of parents who participate in parent leadership groups such as School Site Council and advisory groups for parents of English Learners will increase by 2 parents per site. The number of parents who participate in parent involvement and training opportunities will increase by 5%.</p> | <p>Parent involvement Support parents and community to become involved in our schools, and empower them to be partners in their children's education. Empower families to work together so that all our students achieve their highest academic potential and are prepared to live and learn in a rapidly changing world.</p> |

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 52064 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 | 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.) | Actions and Services | Level of Service | 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 |
| Prepare students for 21st Century Learning | Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Local Priority: Implement District Vision for 21 st Century Learning | Provide Ipads for al 4-8 students and classroom sets for TK-3 | LEA-Wide | | Ipad lease annual: \$200,000 Funding Source: general fund -unrestricted | Ipad lease annual: \$200,000 Funding Source: general fund -unrestricted | Ipad lease annual: \$200,000 Funding Source: general fund -unrestricted |

| Goal | 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.) | Actions and Services | Level of Service | 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 |
| Prepare students for 21st Century Learning | Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Local Priority: Implement District Vision for 21st Century Learning | Upgrade facilities, infrastructure, devices, bandwidth as needed for 21st century vision for learning | LEA-Wide | | Upgrade/purchase facilities, infrastructure/materials /devices/bandwidth as needed for 21st Century learning: \$1,200,000 Funding Source: general fund-unrestricted | Upgrade/purchase facilities, infrastructure/materials /devices/bandwidth as needed for 21st Century learning: \$1,200,000 Funding Source: general fund-unrestricted | Upgrade/purchase facilities, infrastructure/materials /devices/bandwidth as needed for 21st Century learning: \$1,200,000 Funding Source: general fund-unrestricted |

| Goal | 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.) | Actions and Services | Level of Service | 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 |
| Prepare students for 21st Century Learning | Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Local Priority: Implement District Vision for 21st Century Learning | Provide training and support for teachers to integrate technology use into common core instruction | LEA-Wide | | training costs: \$35,000 Funding Source: Restricted Common Core- and General fund unrestricted Note: Substitute teachers, conference registration, consultants, teacher extra duty pay. Year 3 add Technology Integration Teacher Coach | training costs: \$35,000 Funding Source: Restricted Common Core- and General fund unrestricted Note: Substitute teachers, conference registration, consultants, teacher extra duty pay. Year 3 add Technology Integration Teacher Coach | training costs: \$135,000 Funding Source: Restricted Common Core- and General fund unrestricted Note: Substitute teachers, conference registration, consultants, teacher extra duty pay. Year 3 add Technology Integration Teacher Coach |

| Goal | 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.) | Actions and Services | Level of Service | 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 |
| Prepare students for 21st Century Learning | Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Local Priority: Implement District Vision for 21st Century Learning | Maintain an average class size of 24 students in grade TK-3 and 30 students in grades 4-8. | LEA-Wide | | Salary and benefits for additional teachers at TK-3: \$1,200,000 Funding Source: general fund-unrestricted | Salary and benefits for additional teachers at TK-3: \$1,200,000 Funding Source: general fund-unrestricted | Salary and benefits for additional teachers at TK-3: \$1,200,000 Funding Source: general fund-unrestricted |

| Goal | 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.) | Actions and Services | Level of Service | 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 |
| Prepare students for 21st Century Learning | Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Local Priority: Implement District Vision for 21st Century Learning | Provide additional language arts and math teachers so each student has 2 periods of those subjects | LEA-Wide | | salary and benefits for additional teachers: \$651,787 Funding Source: general fund-unrestricted | salary and benefits for additional teachers: \$651,787 Funding Source: general fund-unrestricted | salary and benefits for additional teachers: \$651,787 Funding Source: general fund-unrestricted |

| Goal | 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.) | Actions and Services | Level of Service | 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 |
| Provide a safe and healthy learning environment for students | Course access Promote the health and wellness of students, families, and staff | Provide counseling services at all schools. Counselors will be available at all sites to support school programs to create safe school environments, and maintain high attendance rates such as anti-bullying programs, drug and tobacco resistance, and to support individual and small groups of students with school adjustment or behavior issues. They also will provide crisis counseling as needed. Schools will maintain school wide discipline programs aligned with the principles of Restorative Justice, CHAMPs, or other effective behavior model. | LEA-Wide | | Salary and Benefits for Counselors: \$230,000 Funding Source: general fund- unrestricted budget Note: 3 counselors in 2014-15 3.5 counselors in 2015-16 4 counselors in 2016-17 | Salary and Benefits for Counselors: \$268,000 Funding Source: general fund- unrestricted budget Note: 3 counselors in 2014-15 3.5 counselors in 2015-16 4 counselors in 2016-17 | Salary and Benefits for Counselors: \$310,000 Funding Source: general fund- unrestricted budget Note: 3 counselors in 2014-15 3.5 counselors in 2015-16 4 counselors in 2016-17 |

| Goal | Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.) | Actions and Services | Level of Service | 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 |
| Provide a safe and healthy learning environment for students | Course access Promote the health and wellness of students, families, and staff | Restructure breakfast program to increase participation. Increase amount of fresh and "homemade" style menu items by participating in Farm to School program | LEA-Wide | | Nutrition Services Supervisor- salary and benefits: \$82,000 Funding Source: National School Lunch Program- federal funding Note: Supervisor will coordinate implementation of Breakfast in the Classroom program, and the annual increase in fresh and homemade items on the menu for breakfast and lunch | Nutrition Services Supervisor- salary and benefits: \$82,000 Funding Source: National School Lunch Program- federal funding Note: Supervisor will coordinate implementation of Breakfast in the Classroom program, and the annual increase in fresh and homemade items on the menu for breakfast and lunch | Nutrition Services Supervisor- salary and benefits: \$82,000 Funding Source: National School Lunch Program- federal funding Note: Supervisor will coordinate implementation of Breakfast in the Classroom program, and the annual increase in fresh and homemade items on the menu for breakfast and lunch |

| Goal | 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.) | Actions and Services | Level of Service | 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 |
| Provide a high quality learning environment that includes well maintained facilities, appropriate materials, and well-trained educators. | Basic; Course accessProvide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Provide curriculum and instruction that is research based, standards driven, focused and engaging | Regularly inspect, monitor and repair grounds and facilities to provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning | LEA-Wide | | Salary and Benefits for additional custodian: \$40,000 Funding Source: general fund-unrestricted Note: Maintain all custodian and grounds maintenance services, add 1 full time custodian | Salary and Benefits for additional custodian: \$40,000 Funding Source: general fund-unrestricted Note: Maintain all custodian and grounds maintenance services, add 1 full time custodian | Salary and Benefits for additional custodian: \$40,000 Funding Source: general fund-unrestricted Note: Maintain all custodian and grounds maintenance services, add 1 full time custodian |

| Goal | 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.) | Actions and Services | Level of Service | 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 |
| Provide a high quality learning environment that includes well maintained facilities, appropriate materials, and well-trained educators. | Basic; Course access facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Provide curriculum and instruction that is research based, standards driven, focused and engaging | Teacher teams will develop and select new instructional materials and lessons aligned with Common Core Standards | LEA-Wide | | Extra duty pay for teachers to create instructional materials: \$10,000 Funding Source: unrestricted general fund | Extra duty pay for teachers to create instructional materials: \$10,000 Funding Source: unrestricted general fund | Extra duty pay for teachers to create instructional materials: \$10,000 Funding Source: unrestricted general fund |

| Goal | 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.) | Actions and Services | Level of Service | 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 |
| Provide a high quality learning environment that includes well maintained facilities, appropriate materials, and well-trained educators. | Basic; Course access Provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Provide curriculum and instruction that is research based, standards driven, focused and engaging | Teachers will receive training and collaboration time to implement common core standards and 21st century learning strategies | LEA-Wide | | District Resource Teacher salary and benefits: \$90,000 Funding Source: Title II federal funds Note: Teacher on Special Assignment to coordinate and provide professional development | District Resource Teacher salary and benefits: \$90,000 Funding Source: Title II federal funds Note: Teacher on Special Assignment to coordinate and provide professional development | District Resource Teacher salary and benefits: \$90,000 Funding Source: Title II federal funds Note: Teacher on Special Assignment to coordinate and provide professional development |
| | | | | | Teacher training days: substitute costs: \$65,000 Funding Source: unrestricted general fund | Teacher training days: substitute costs: \$65,000 Funding Source: unrestricted general fund | Teacher training days: substitute costs: \$65,000 Funding Source: unrestricted general fund |
| | | | | | Staff Development Days-teacher salary and benefits: \$350,000 Funding Source: unrestricted general fund Note: 5 pupil free days for training | Staff Development Days-teacher salary and benefits: \$350,000 Funding Source: unrestricted general fund Note: 5 pupil free days for training | Staff Development Days-teacher salary and benefits: \$350,000 Funding Source: unrestricted general fund Note: 5 pupil free days for training |

| Goal | 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.) | Actions and Services | Level of Service | 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 |
| Increase parent involvement. Increase efforts to seek parent input and promote parental participation | Parent involvement Support parents and community to become involved in our schools, and empower them to be partners in their children's education. Empower families to work together so that all our students achieve their highest academic potential and are prepared to live and learn in a rapidly changing world. | Parent liaison will provide parent training and encouragement to take leadership roles, and offer parent training opportunities. Site staff will encourage and assist parents with leadership roles. Examples of parent training to be provided: Latino Literacy parent classes Parent Technology classes Parent workshops on helping students to succeed academically | LEA-Wide | | Full-time parent liaison salary and benefits: \$55,000 Funding Source: Title III restricted federal funding 50% and state unrestricted funds 50% Note: Increase from half time to full time in 2014-15 Parent training costs: \$3,000 Funding Source: Title III, Title I restricted federal funds Note: Child care, materials and supplies, additional parent trainers hourly pay | Full-time parent liaison salary and benefits: \$55,000 Funding Source: Title III restricted federal funding 50% and state unrestricted funds 50% Note: Increase from half time to full time in 2014-15 Parent training costs: \$4,000 Funding Source: Title III, Title I restricted federal funds Note: Child care, materials and supplies, additional parent trainers hourly pay | Full-time parent liaison salary and benefits: \$55,000 Funding Source: Title III restricted federal funding 50% and state unrestricted funds 50% Note: Increase from half time to full time in 2014-15 Parent training costs: \$5,000 Funding Source: Title III, Title I restricted federal funds Note: Child care, materials and supplies, additional parent trainers hourly pay |

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) | 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 |
| Prepare students for 21st Century Learning | Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Local Priority: Implement District Vision for 21st Century Learning | Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Students in grades 4-8 will be able to take ipad home, due to limited tech access in homes | LEA-Wide | | Ipad lease: \$50,000 Funding Source: state unrestricted funds Note: For grade 6-8 students-estimate | Ipad lease: \$50,000 Funding Source: state unrestricted funds Note: For grade 6-8 students-estimate | Ipad lease: \$50,000 Funding Source: state unrestricted funds Note: For grade 6-8 students-estimate |
| Prepare students for 21st Century Learning | Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Local Priority: Implement District Vision for 21st Century Learning | Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Individual and small group tutoring for approx. 100 students in Program Improvement Title I schools.Mar Vista, Tierra Vista, Ocean View Jr. High | School-Wide | | Contracts with approved providers for tutoring: \$102,000 Funding Source: Title I federal funds | Contracts with approved providers for tutoring: \$102,000 Funding Source: Title I federal funds | Contracts with approved providers for tutoring: \$102,000 Funding Source: Title I federal 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 |
| Prepare students for 21st Century Learning | Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Local Priority: Implement District Vision for 21st Century Learning | Low income pupils; Foster youth; English learners: Extensive Response to Intervention (RTI) program during school day to assist students who are below grade level. | LEA-Wide | | Intervention Specialist Teachers and Assistants salary and benefits: \$830,000 Funding Source: Title I federal funds and state unrestricted funds | Intervention Specialist Teachers and Assistants salary and benefits: \$830,000 Funding Source: Title I federal funds and state unrestricted funds | Intervention Specialist Teachers and Assistants salary and benefits: \$830,000 Funding Source: Title I federal funds and state unrestricted funds |
| Prepare students for 21st Century Learning | Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Local Priority: Implement District Vision for 21st Century Learning | English learners: Transitional Bilingual Education (TBE) program and Two Way Immersion Program (TWI) offered as options for English Learners K-5. TWI expanding to grade 6 in year 2 and grade 7 in year 3. | LEA-Wide | | Salary and benefits for bilingual teachers: \$3,145,000 Funding Source: state unrestricted funds Note: approx. 31 certified bilingual teachers at TK-5 and 6 at grades 6-8. | Salary and benefits for bilingual teachers: \$3,145,000 Funding Source: state unrestricted funds Note: approx. 31 certified bilingual teachers at TK-5 and 6 at grades 6-8. | Salary and benefits for bilingual teachers: \$3,145,000 Funding Source: state unrestricted funds Note: approx. 31 certified bilingual teachers at TK-5 and 6 at grades 6-8. |

| 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 |
| Prepare students for 21st Century Learning | Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Local Priority: Implement District Vision for 21 st Century Learning | Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Class size to average 24 in grades TK-3 and 30 in grades 4-8 | LEA-Wide | | Salary and Benefits for teachers to reach target class size: \$1,200,000 Funding Source: state unrestricted funds | Salary and Benefits for teachers to reach target class size: \$1,200,000 Funding Source: state unrestricted funds | Salary and Benefits for teachers to reach target class size: \$1,200,000 Funding Source: state unrestricted funds |
| Prepare students for 21st Century Learning | Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Local Priority: Implement District Vision for 21 st Century Learning | Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: To provide intensive support to Ocean View Junior High students | School-Wide | | Salary and Benefits for additional teachers needed for double periods: \$651,787 Funding Source: state unrestricted funds | Salary and Benefits for additional teachers needed for double periods: \$651,787 Funding Source: state unrestricted funds | Salary and Benefits for additional teachers needed for double periods: \$651,787 Funding Source: state unrestricted 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 |
| Provide a safe and healthy learning environment for students | Course access Promote the health and wellness of students, families, and staff | Low income pupils: Increase participation in breakfast, since many students do not eat at home (TK-5). | LEA-Wide | | Nutrition Services supervisor: \$82,000 Funding Source: National School Lunch Program | Nutrition Services supervisor: \$82,000 Funding Source: National School Lunch Program | Nutrition Services supervisor: \$82,000 Funding Source: National School Lunch Program |
| Provide a safe and healthy learning environment for students | Course access Promote the health and wellness of students, families, and staff | Low income pupils: District will partner with Operation School Bell to provide needy students with new school clothes. TK-5 | LEA-Wide | | Bus transportation: \$1,000 Funding Source: state unrestricted funds Note: Parent Liaison will arrange to transport 10-15 students a month to OSB program to pick out clothes. | Bus transportation: \$1,000 Funding Source: state unrestricted funds Note: Parent Liaison will arrange to transport 10-15 students a month to OSB program to pick out clothes. | Bus transportation: \$1,000 Funding Source: state unrestricted funds Note: Parent Liaison will arrange to transport 10-15 students a month to OSB program to pick out clothes. |

| 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 |
| Provide a safe and healthy learning environment for students | Course access Promote the health and wellness of students, families, and staff | Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Partner with Boys and Girls Club of Oxnard/Port Hueneme to provide an afterschool program for approximately 300 students that includes academic enrichment and recreational activities. Includes teacher liaison at each site for alignment with regular day program. | LEA-Wide | | Contract with Boys and Girls Club to implement program: \$412,000 Funding Source: After School Education and Safety(ASES) grant from Calif. Dept. of Education | Contract with Boys and Girls Club to implement program: \$412,000 Funding Source: After School Education and Safety(ASES) grant from Calif. Dept. of Education | Contract with Boys and Girls Club to implement program: \$412,000 Funding Source: After School Education and Safety(ASES) grant from Calif. Dept. of Education |

| 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 |
| Provide a safe and healthy learning environment for students | Course access Promote the health and wellness of students, families, and staff | Foster youth; English learners: Increase from one bilingual counselor for TK-5 to 2 bilingual counselors by year 3. Foster youth will also be served by district counselors, if any enroll. No foster youth enrolled at this time | LEA-Wide | | Salary and benefits for counselor: \$75,000 Funding Source: state unrestricted funds Note: One counselor in year 1. Add.50 FTE in year 2 and year 3. | Salary and benefits for counselor: \$113,000 Funding Source: state unrestricted funds Note: One counselor in year 1. Add.50 FTE in year 2 and year 3. | Salary and benefits for counselor: \$150,000 Funding Source: state unrestricted funds Note: One counselor in year 1. Add.50 FTE in year 2 and year 3. |
| Provide a high quality learning environment that includes well maintained facilities, appropriate materials, and well-trained educators. | Basic; Course access Provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Provide curriculum and instruction that is research based, standards driven, focused and engaging | English learners: Teachers will be trained in the Guided Language Acquisition Design (GLAD) model of instruction to enhance English Language Development and Content knowledge. | LEA-Wide | | Salary and benefits for District GLAD Coach, substitutes for training days, and supplies: \$150,000 Funding Source: Federal Title III funds | Salary and benefits for District GLAD Coach, substitutes for training days, and supplies: \$150,000 Funding Source: Federal Title III funds | Salary and benefits for District GLAD Coach, substitutes for training days, and supplies: \$150,000 Funding Source: Federal Title III 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 |
| Increase parent involvement. Increase efforts to seek parent input and promote parental participation. | Parent involvement Support parents and community to become involved in our schools, and empower them to be partners in their children's education. Empower families to work together so that all our students achieve their highest academic potential and are prepared to live and learn in a rapidly changing world. | English learners; Redesignated fluent English proficient pupils: salary differential for bilingual skills | LEA-Wide | | Salary differential for bilingual skills (2%) for Parent Coordinator: \$1,000 Funding Source: state unrestricted funds | Salary differential for bilingual skills (2%) for Parent Coordinator: \$1,000 Funding Source: state unrestricted funds | Salary differential for bilingual skills (2%) for Parent Coordinator: \$1,000 Funding Source: state unrestricted funds |

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.)

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), OVSD minimum proportionality percentage is 16%.

The amount of LCFF funds expected to be generated by unduplicated students is estimated to be \$1.3 million.

Our percent of unduplicated pupils is 84%, and all sites exceed 55%, so we are expending funds districtwide. The districtwide services are the most effective use of the supplemental and concentration grant increase for unduplicated students in meeting the states priorities. Since these students are 84% of the school enrollment. they will benefit most from actions and services that improve the entire school and district program and related services which are designed to meet the 8 state priorities, and the district goals.

How districtwide services are directed to meeting the district goals for the unduplicated students in the state priority areas

English learner and low income students will benefit from acquiring 21st century skills, having a safe learning environment where they feel engaged and connected, where they have high quality materials, well maintained facilities, well trained educators, and involved parents. The districtwide actions and services described in this plan support those goals.

Services and Programs funded by state unrestricted funds

Ipad leases:

Intervention Specialist Teachers and Assistants salary and benefits:

Bilingual Teachers salary and benefits:

Salary and Benefits for Teachers needed to reach target class size:

Salary and Benefits for Teachers needed for double block periods:

Salary and Benefits for Bilingual counselor

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.

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), OVSD minimum proportionality percentage is 16%.

The amount of LCFF funds expected to be generated by unduplicated students is estimated to be \$1.3 million.

The proportionality percentage is met by improving services in a districtwide manner.

Our percent of unduplicated pupils is 84%, and all sites exceed 55%, so we are expending funds districtwide. The districtwide services are the most effective use of the supplemental and concentration grant increase for unduplicated students in meeting the states priorities. Since these students are 84% of the school enrollment. They will benefit most from actions and services that improve the entire school and district program and related services which are designed to meet the 8 state priorities, and the district goals.

How the services for unduplicated pupils are above and beyond what is provided for all pupils

English learner and low income students will benefit from acquiring 21st century skills, having a safe learning environment where they feel engaged and connected, where they have high quality materials, well maintained facilities, well trained educators, and involved parents. The districtwide actions and services described in this plan support those goals.

The services for unduplicated students (low income pupils, foster youth and English learners) are

Services and Programs funded by state unrestricted funds

Ipad leases:

Intervention Specialist Teachers and Assistants salary and benefits: \$830,000 each year (partly funded by Title I also)

Bilingual Teachers salary and benefits:

Salary and Benefits for Teachers needed to reach target class size:

Salary and Benefits for Teachers needed for double block periods:

Salary and Benefits for Bilingual counselor

Parent Coordinator:

Services from other funding sources are

GLAD teacher trainer salary and benefits - Federal Title III funds to benefit EL students

Common Core Teacher trainer salary and benefits - Federal Title II funds

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.