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

Introduction:

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(619) 574-6225 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**
COMMUNITY: Parents, students, and community members were encouraged to attend School Board meetings. Stakeholder comments were solicited and considered during the drafting of this document. Informational meetings were held for School Board and OTA Parent Foundation at our school site. Input from committee members was documented, collected, and analyzed prior to the drafting of this document. The Committee, consisting of staff and elected OTA Parent Foundation members, governing board members, and administration was presented with detailed information regarding the Local Control Funding Formula (LCFF) and the LCAP. Committee members were provided opportunities to ask questions, receive clarification, and provide input on the plan. Committee meetings were held prior to the drafting of this document. The final draft was presented to the Committee prior to Governing Board approval. General information regarding the LCFF/LCAP was posted on the School website and community members were provided opportunities to ask questions and provide feedback. Staff: Informational meetings were held at the school site for staff members prior to finalization of the LCAP draft. Presentations regarding LCFF and LCAP occurred at these meetings and input to the plan was encouraged and documented. Public Hearing and Governing Board Authorization: A public hearing were held on March 26, 2014 for OTA Parent Foudnation and LCAP was made available on the OTA website where	Input gathered from stakeholders and community meetings yielded consistent local priorities (clustered according to state priorities): Family & Student Engagement **Goal 1:** Beginning in 2014-15, K-8 classroom instruction will include a curriculum for social and emotional life skills (OTA 7 Character Strengths website, including weekly Class Meetings and Cyber-Safety Program), and provide applicable student subgroups in K- 8 with the additional support they need. **Goal 2**: The number of students who are chronically absent (more than 12 days) will be reduced by 10% each year. **Goal 3**: Beginning with 2014-15, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable pupil subgroups will increase by 5% annually. Student Achievement **Goal 4:** Ensure full implementation and alignment of all content areas to California's adopted Literacy academic standards. **Goal 5**: Ensure full implementation and alignment of all content areas to California's adopted Math (ST Math is 100% converted) & Science (Zingy Science is 100% converted) academic standards. **Goal 6:** Ensure students have daily integrated learning opportunities that include a focus on digital literacy **Goal 7**: Individualized curriculum will be provided through project-based learning "**Project Trees**" and a challenging, individualized Learning Acceleration Lab curriculum. Conditions of Learning

Involvement Process	Impact on LCAP
concerns and comments were addressed by Executive Director Thomas Donahue and Board Chair Chris Celentino. Changes made to the LCAP based on comments and suggestions from stakeholders were introduced at the next OTA Parent Foundation Meeting on June 4, 2014. On June 5, 2014 the LCAP was presented the OTA Board and a public hearing was held for the proposed 2014-2015 budget. Final Board approval was granted on June 30, 2014 for the LCAP and the District adopted budget. Both documents were posted on the OTA website.	**Goal 8**: All teachers (100%) will be appropriately credentialed for their assignments. **Goal 9** : By 2016-17, 90% of teachers will be trained in culturally relevant teaching practices and strategies for English Learners, and use effective strategies that address students' multiple intelligences. **Goal 10**: Access to print and digital common core curriculum and instructional materials.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

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 Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
SOCIAL-EMOTIONAL TOOLS & MENTAL HEALTH: • Continue to integrate: OTA 7 Character Strengths, including Weekly Class Meetings and Cyber-Safety Program, • Develop "Recess & Team Sports as Character Ed" (No Bad Habits, No Bullying) Curriculum & Teacher Training Videos, Develop "Everybody Plays at OTA" Environment	**Goal 1**: Continuing in 2014-15, K-8 classroom instruction will include our existing curriculum for social and emotional life skills, and provide applicable student subgroups in K-8 with the additional support they need.	All	All		80% of the K -8 classrooms (including Recess & Outdoor Ed) will integrate a curriculum for social and emotional life skills once a week for 30 minutes..	90% of the K -8 classrooms (*including Recess, Outdoor Ed, Before, and After* School) will integrate a curriculum for social and emotional life skills once a week for 30 minutes. School Report card will incorporate 7 Character Strengths.School Report card will incorporate 7 Character Strengths.	100% of the K-8 classrooms (*including Recess, Outdoor Ed, Before, and After* School) will integrate a curriculum for social and emotional life skills once a week for 30 minutes.	Student and Family Engagement

and Student Training Videos like "Throw Like a Girl								
FULL ENGAGEMENT WITH SCHOOL: To be on time and attend school every day, with positive support and effective discipline that keeps students in the classroom	**Goal 2**: The number of students who are chronically Absent (more than 12 days) *or Tardy* will be reduced by 10%.	All	All		The number of chronically absent (more than 12 days) *or tardy* will be reduced by 3%. [Tardy should be under Annual Updates, no? since it was not in the original 2014 LCAP]	The number of chronically absent (more than 12 days) *or tardy* will be reduced by an additional 3%-5%.	The number of chronically absent (more than 12 days) *or tardy students will* remain *below 3-5%* each year.	Student and Family Engagement
FAMILY ENGAGEMENT: All families feeling welcomed and able to support the educational success of their students	**Goal 3**: Beginning with 2014-15, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of	All	All		The parent outreach committee will meet quarterly for the 2014-15 school year and develop goals and a parent education calendar based on need.	The parent outreach committee will meet quarterly for the 2015-16 school year and develop goals and a parent education calendar based on need.	The parent outreach committee will meet quarterly for the 2016-17 school year and develop goals and a parent education calendar based on need.	Student and Family Engagement

	applicable pupil subgroups will increase by 5% annually.							
LITERACY SKILLS: Proficiency in Literacy in order to access curriculum & instruction	**Goal 4**: Ensure full implementation and alignment of all content areas to California's adopted Literacy academic standards.	All	All		50% of all ELA lessons will be fully aligned to the CA Common Core standards.	75% of all ELA lessons will be fully aligned to the CA Common Core standards.	100% of all ELA lessons will be fully aligned to the CA Common Core standards.	Pupil Outcomes
MATH & SCIENCE SKILLS: Proficiency in Mathematics & Science to prepare for high school and beyond. ST Math & Zingy Science already 100% aligned w/ Common Core	**Goal 5**: Ensure full implementation and alignment of all content areas to California's adopted Math & Science academic standards.	All	All		50% of all Math Learning Goals & Lessons *(Text & Online Chapters & Tests, TAPS, Computer Targets, Robotics & Applied Math/Engineering Applications* and Science Goals & Lessons will be fully aligned to the CA Common Core standards and Next Generation Science	75% of all Math Learning Goals & Lessons *(Text & Online Chapters & Tests, TAPS, Computer Targets, Robotics & Applied Math/Engineering Applications* and Science Goals & Lessons will be fully aligned to the CA Common Core standards and Next Generation Science	100% of all Math Learning Goals & Lessons *(Text & Online Chapters & Tests, TAPS, Computer Targets, Robotics & Applied Math/Engineering Applications* and Science Goals & Lessons will be fully aligned to the CA Common Core standards and Next Generation Science	Pupil Outcomes

					Standards.	Standards.	Standards. .	
DIGITAL LITERACY SKILLS **2014-2015 Initiative: 15 Classroom iPads & "Learning Acceleration Apps"** (LightBot Programming, DuoLingo Foreign Language, Pizza Math, AlphaWriter Phonics)	**Goal 6**: Ensure students have daily integrated learning opportunities that include a focus on digital literacy	All	All		Teachers will integrate digital literacy opportunities & lessons at a min of 30 mins weekly in the Learning Acceleration Lab	Teachers will integrate digital literacy opportunities & lessons at a min of 45 mins weekly in the Learning Acceleration Lab or with classroom Ipads	Teachers will integrate digital literacy opportunities & lessons lessons at a min of 90 mins weekly in Learning Acceleration Lab or with iPads	Pupil Outcomes
Provide ongoing staff development implementation and training support in the "Project Tree" project-based-learning System	**Goal 7**: Individualized curriculum will be provided through project-based learning and a challenging hybrid curriculum	All	All		Teachers will continue to develop and integrate project based learning curriculums using Project Trees	Teachers will refine and integrate all "Project Tree" project based learning curriculums across core subjects , publishing them online for parents and students.	Teachers will improve "Project Tree" Syllabi (Planning Calendar and Project Credit *Checklists)* based on year 1 and year 2 experience	Pupil Outcomes

GREAT TEACHERS: Caring, committed, collaborative, exemplary, knowledgeable, credentialed teachers who use diverse teaching strategies ad represent our student body.	**Goal 8:** All teachers (100%) will be appropriately credentialed for their assignments.	All	All		90%	95%	100%	
GREAT TEACHERS: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies ad represent our student body	**Goal 9**: By 2016-17, 90% of teachers will be trained in culturally relevant teaching practices and strategies for English Learners, and use effective strategies that address students' multiple intelligences.	All	All		1 staff member will go through the Active Learning Design training and become Curriculum Design Coach for new teachers. We will hire a Learning Lab Director to focus on Learning Acceleration integration (putting computers at the service of classroom teachers and the	100% of the staff will receive specific training in the Learning Acceleration Lab TargetScore design, for embedding Learning Acceleration Lab tools into Common Core Classroom curriculum for ELD students, Special Education Students, and general ed students accelerating core	We will maintain 100% "Active Learning Design" Trained Staff running Active Learning Zone Classrooms (Project Based Learning with Project Trees) using integrated Learning Acceleration Lab Tools.	Conditions of Learning

					core curriculum), individualizing learning paths (for level, pace, and learning style) for all students and communities	skills and knowledge in vocabulary-guided reading, math, programming, foreign language, mathematics, geography, civics, science, financial literacy and more.		
CURRICULUM	**Goal 10:** Access to print and digital common core curriculum & instructional materials.	All	All		75% of the materials in class will be common core/Next generation aligned.	80% of the materials in class will be common core/Next generation aligned.	85% of the materials in class will be common core/Next generation aligned.	Conditions of Learning

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities (from Section 2)**	**Actions and Services**	**Level of Service (Indicate if school-wide or LEA-wide)**	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 1: Continuing in 2014-15, K-8 classroom instruction will include our existing curriculum for social and emotional life skills, and provide applicable student subgroups in K-8 with the additional support they need.	Student & Family Engagement		LEA		Maintain Existing Web Sites for Teacher, Student, and Parent Training on: (1) Character Education (7 Character Strengths) & (2) CyberSafety and (3) Outdoor Education Continue Piloting "7 Character Strengths" social-emotional curriculum; Continue Class	Create Seminar Program to Link Character Ed to Seminar (Common Core) Reading Lists and Discussions Continue Partial Funding for Intervention Coach to support implementation at Outdoor Ed & Recess. Create Training Videos & Curriculum on "Class Meetings: You're In Charge" for	Refresher Training Continued training and materials of social-emotional curriculum. Partial Funding for Intervention coaches to expand services to all grades and all students as enrollment grows

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**
					Meetings Training. Develop Outdoor Ed "Recess & Team Sports as Character Ed" Curriculum (No Bad Habits, No Bullying); Create "Everybody Plays" Recess and Outdoor Ed Environment (Grace and Courtesy throughout the day; Space for all students to play) Partial Funding for Intervention Coach to support implementation at Outdoor Ed & Recess.	Teachers/Interns & Students Incorporate "7 Character Strengths" into online (to be developed) Electronic Report Card System	

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**
					Create "Everybody Plays" Environment with Teacher/Intern Student Training Videos (See sample Video: "OTA: Throw Like a Girl"; Create other training videos: e.g. "*The Children Are Ours* — James Baldwin" Continue Student-Family Counseling Program through Rooted Transformation		
Goal 2: The number of students who	Student & Family Engagement		LEA		Counseling, Council, Board approve SARB	Develop and Train Review panel for	Develop a parent 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**
are chronically absent (more than 12 days) will be reduced by 10% each year.					procedures. Review board for truancy intervention (SARB)	truancy intervention (SARB)	training on the importance of strong attendance
Goal 3: Beginning with 2016-17, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable pupil subgroups will increase by 5%	Student & Family Engagement		LEA		Redefine goals for our parent outreach committee; Develop parent-friendly K- 8 report card linked to new standards.	Expand the parent outreach committee Implement quarterly parent education events.	Beginning with 2016-17, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable pupil Beginning with 2016-17, the

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
annually.							percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable pupil
Goal 4: Ensure full implementation and alignment of all content areas to California's adopted Literacy academic			LEA		All K-5 teachers trained in English Language Arts standards aligned with Common Core;	Insight Education Training, Step Up to Writing training, Odysseyware, Achieve 3000 training,	Insight Education Refresher Training

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**
standards.							
Goal 5: Ensure full implementation and alignment of all content areas to California's adopted Math and Science academic standards.	Pupil outcomes		LEA		TK-8 teachers trained in Common Core math curriculum; K-8 SVMI Math coach, math teachers leaders at schools; K – 5 Teachers trained in ST Math. Increase to 4 SVMI Coaches	Seamless Path from OTA to local high schools clearly defined. ST Math, Odyssey Math, Maintain 4 SMVI Coaches K – 8. Implement ST Math K – 8.	ST Math Refresher SVMI Coaching
Goal 6: Ensure students have daily integrated learning opportunities that include a focus on digital	Pupil Outcomes		LEA		Implement 1:2 iPads for all 6th-8th grade students (general education and	Implement 1:1 iPads for all K-8th grade students (general education and special	Refresh 1:1 devices for all 6 -8th grade students (general education and special

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**
literacy					special education classrooms). Implement "Learning Acceleration" Apps	education classrooms). Implement . "Learning Acceleration" Apps	education classrooms). "Learning Acceleration" Apps
Goal 7: Individualized curriculum will be provided through project-based learning and a challenging hybrid curriculum	Pupil Outcomes		LEA		Training in IXL, ST Math, ThatQuiz math,	Additional training in IXL, ST Math, Math-u-See, Singapore Math iPad Apps	Additional training in IXL,, ST Math, , Math-u-See, Singapore Math iPad Apps
Goal 8: All teachers (100%) will be appropriately credentialed for their assignments.	Conditions of Learning		LEA		Appropriate budgeting	Appropriate budgeting	Appropriate budgeting
Goal 9 : By 2016-17, 100%	Conditions of Learning		LEA		Training in strategies for	GLAD Training	GLAD Training refresher

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**
of teachers will be trained in culturally relevant teaching practices and strategies for English Learners, and use effective strategies that address students' multiple intelligences.					English learners; Staff participating in Professional Learning Communities focused on cultural competence and strategies for English Learners	Professional Learning Communities	Professional Learning communities
Goal 10: Access to print and digital common core curriculum and instructional materials.	Conditions of Learning		LEA		Inventorying and surveying staff for priority curricula.	Piloting, prioritizing and purchasing research based curricula.	Refresh curricula

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

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 2: The number of students who are chronically absent (more than 12 days) will be reduced by 10% each year.	Pupil engagement	For low income pupils: LEA will create policies that encourage students to regularly attend school and not become chronically absent.	LEA		Counseling, Approve SARB procedures. Review board for truancy intervention (SARB) - Anticipated Expenditure $3,000	Review board for truancy intervention (SARB) - Anticipated Expenditure $3,000	Review board for truancy intervention (SARB) - Anticipated Expenditure $3,000
Goal 3: Beginning with 2014-15, the percentage of families and students reporting connectedness to schools and access to school resources will	Pupil engagement, Parent involvement, School climate	LEA (Independent Charter School) will provide training for parents and make stakeholders aware of how to access school	LEA		Create a parent outreach committee; develop parent-friendly assessment report card	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
be at 75% and above, and the percentage of contacts with families of applicable pupil subgroups will increase by 5% annually.		resources, in an effort to stay informed and connected to the school, as well as updated on student academic progress.			linked to new standards - Anticipated Expenditure $2,500	engagements will be created or purchased, - $5,000	engagements will be created or purchased, - $5,000
Goal 4: Ensure full implementation and alignment of all content areas to California's adopted Literacy academic standards. Goal 9 : By 2016-17, 90% of teachers will be trained in culturally relevant teaching practices and strategies for	Basic, Implementation of State Standards, Course access, Pupil achievement, Other pupil outcomes Implementation of State Standards, Course access	LEA will create / purchase and implement scaffold Common Core Standards based curriculum. LEA will benchmark students to assess student comprehension and knowledge of Common Core	LEA LEA		All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000 Provide trainings to staff, purchase	All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000 Provide trainings to staff, purchase culturally relevant curriculum and	All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000 Provide trainings to staff, purchase culturally relevant curriculum and

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
English Learners, and use effective strategies that address students' multiple intelligences.		Standards. LEA will create / purchase and implement trainings			culturally relevant curriculum and materials, purchase curriculum and materials for English Learners - Anticipated Expenditures - $5,000	materials, purchase curriculum and materials for English Learners - Anticipated Expenditures - $5,000	materials, purchase curriculum and materials for English Learners - Anticipated Expenditures - $5,000
Goal 3: Beginning with 2014-15, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable	Pupil engagement, Parent involvement, School climate	For English learners: LEA will provide training for parents and make stakeholders aware of how to access school resources, in an effort to stay informed and connected to the school, as well as updated on student	LEA		Create a parent outreach committee; develop parent-friendly assessment report card linked to new standards - Anticipated Expenditure $2,500	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family engagements will be created or purchased, - $5,000	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family engagements will be created or purchased, - $5,000

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
pupil subgroups will increase by 5% annually. Goal 4: Ensure full implementation and alignment of all content areas to California's adopted Literacy academic standards. Goal 9 : By 2016-17, 100% of teachers will be trained in culturally relevant teaching practices and strategies for English Learners, and use effective strategies that address	Basic, Implementation of State Standards, Course access, Pupil achievement, Other pupil outcomes Implementation of State Standards, Course access	academic progress. LEA will create / purchase and implement scaffold California state standard based curriculum that will prepare students for the California Literacy academic standards LEA will create / purchase and implement trainings	LEA LEA		All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000 Provide trainings to staff, purchase culturally relevant curriculum and	All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000 Provide trainings to staff, purchase culturally relevant curriculum and materials, purchase curriculum and materials for	All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000 Provide trainings to staff, purchase culturally relevant curriculum and materials, purchase curriculum and materials for

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
students' multiple intelligences.					materials, purchase curriculum and materials for English Learners - Anticipated Expenditures - $2,500	English Learners - Anticipated Expenditures - $5,000	English Learners - Anticipated Expenditures - $5,000
Goal 3: Beginning with 2014-15, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable pupil subgroups will increase by 5% annually.	Pupil engagement, Parent involvement, School climate	For foster youth: LEA will provide training for parents and make stakeholders aware of how to access school resources, in an effort to stay informed and connected to the school, as well as updated on student academic progress.	LEA		Create a parent outreach committee; develop parent-friendly assessment report card linked to new standards - Anticipated Expenditure $2,500	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family engagements will be created or purchased, - $5,000	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family engagements will be created or purchased, - $5,000

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 3: Beginning with 2014-15, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable pupil subgroups will increase by 5% annually	Pupil engagement, Parent involvement, School climate	For redesignated fluent English proficient pupils: LEA will provide training for parents and make stakeholders aware of how to access school resources, in an effort to stay informed and connected to the school, as well as updated on student academic progress.	LEA		Create a parent outreach committee; develop parent-friendly assessment report card linked to new standards - Anticipated Expenditure $2,500	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family engagements will be created or purchased, - $5,000	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family engagements will be created or purchased, - $5,000
Goal 4: Ensure full implementation and alignment of all content areas to California's adopted Literacy	Basic, Implementation of State Standards, Course access, Pupil achievement,		LEA		All teachers trained in English Language Arts and Math standards aligned with	All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum	All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
academic standards.	Other pupil outcomes				Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000	- Anticipated Expenditure - $5,000	- Anticipated Expenditure - $5,000

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.)

As the number of low income, foster youth, and English Learners increase, their social / emotional needs and specific learning needs will be met by the appropriate services, programs, and personnel.

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.

As the number of low income, foster youth, and English Learners increase, their social / emotional needs and specific learning needs will be met by the appropriate services, programs, and personnel.

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.