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

Introduction:

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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
• Email sent to all community stakeholders inviting participation in District LCAP development. • On April 10, 2014, the first meeting of the District's LCAP Committee was held. The Committee is comprised of representatives from district advisory committees for English Language Learners (DELAC, ELAC), Special Education (SEAC), Parent Advisory Committee (PAC), community members representing low income and foster youth. Also participating were district and site administrators, board members, employee unions OPTA, OPCA, parent representatives from all school sites. Agenda items included overview of LCFF and LCAP requirements. Work accomplished included a draft of preliminary goals, and development of a survey to be sent to all community stakeholders. • Survey posted on district website April 14-27, all call-email was sent to stakeholders inviting survey response; 757 response were received. • April 29 Second LCAP Committee meeting – review of survey results; representatives provided anecdotal feedback from their respective constituencies regarding survey and draft goals, Committee finalized goals for inclusion in LCAP • Draft LCAP Report made available on District website May 30, 2014; Superintendent provides responses within 7 days. • Public hearing for LCAP at board meeting on June 3, 2014. • LCAP adoption at board meeting on June 17, 2014	Survey results from 757 respondents found the top five priorities as: (1) Authentic Learning; (2) Differentiation; (3) STEM (Science, Technology, Engineering, and Math); (4) Technology; (5) Project Based Learning. Among respondents with Elementary-age children, the top five priorities were the same, with STEM and Differentiation trading places as number two and three. Respondents with Middle School-age children selected the same top five priorities as the overall respondents. Those respondents with High School-age children listed the same top four priorities as the overall respondents. However, their number five priority was Counseling. Community members with no children in school responded with the same top four priorities, but listed Well Being as their number five choice. Once the survey results and the committee input was quantified, four District goals were developed: 1). Common Core Implementation 2). Student Health, Safety, and Well Being 3). Support and Intervention 4). Facilities that Support Learning

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 (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: Common Core State Standards (CCSS) Implementation	**GOAL 1:** Common Core State Standards (CCSS) Support teachers in the full	All	All	NOT APPLICABLE				1, 2, 4,

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	implementation of the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS)							
Metrics:								
1A Rate teachers are assigned and credentialed appropriately for students they teach					1A Improve by .5%	1A Improve by additional .5%	1A Maintain 1% improvement	1
1B Student access to standards-aligned instructional materials					1B Textbook pilot and adoption (math, language arts) to support	1B Textbook adoption (math, language arts, science) to support CCSS	1B Textbook adoption (math, language arts, science) to support CCSS	1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					CCSS imple-mentation	implement-ation	implement-ation	
1C Implementation of CCSS for all students, including EL					1C Professional Development to support CCSS implement-ation; begin implement-ation of Next Generation Science standards	1C Professional Development to support CCSS implement-ation; continue implement-ation of Next Generation Science standards	1C Professional Development to support CCSS implement-ation; full implement-ation of Next Generation Science standards	2
1D Performance on standardized tests					1D Technology to align with Smarter Balance testing requirements; Typing Boot	1D Technology to align with Smarter Balance testing requirements; Typing Boot	1D Technology to align with Smarter Balance testing requirements; Typing Boot	4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					Camp	Camp	Camp	
1E Score on API					1E NOT APPLICABLE	1E NOT APPLICABLE	1E NOT APPLICABLE	4
1F Share of students that are college and career ready					1F Increase percentage of high school graduates with UC/CSU required courses from 61.4% to 62.2%	1F Increase percentage of high school graduates with UC/CSU required courses from 62.2% to 63%	1F Increase percentage of high school graduates with UC/CSU required courses from 63% to 63.5%	4
1G Share of students that pass Advanced Placement exams with 3 or higher					1G Maintain current level of 88%	1G Maintain current level of 88%	1G Maintain current level of 88%	4
1H Share of students					1H Increase percentage of	1H Increase percentage of	1H Increase percentage of	4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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determined prepared for college by the Early Assessment Program					students determined ready for college by the Early Assessment Program from 45% to 47% in ELA, and from 21% to 25% in Math	students determined ready for college by the Early Assessment Program from 47% to 49% in ELA, and from 25% to 27% in Math	students determined ready for college by the Early Assessment Program from 49% to 50% in ELA, and from 27% to 29% in Math	
1I Teacher surveys					1H Smaller class sizes for Discovery Kindergarten (Transitional Kindergarten) and Kindergarten (DK-K); and additional Instructional Aides to	1H Smaller class sizes for Discovery Kindergarten through Grade 1 (DK-1); and additional Instructional Aides to support authentic learning and	1H Smaller class sizes for Discovery Kindergarten through Grade 2 (DK-2); and additional Instructional Aides to support authentic learning and	2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					support authentic learning and differentiated instruction	differentiated instruction	differentiated instruction	
NEED: Ensure Student Health, Safety, & Well Being	**GOAL 2** - Student Health, Safety, & Well Being Support and Improve the health, safety, & well being of all students	All	All	NOT APPLICABLE				5, 6
Metrics:								
2A School attendance rates					2A Move toward historical attendance ratio of 97%	2A Achieve historical attendance ratio of 97%	2A Maintain historical attendance ratio of 97%	5
2B Chronic absenteeism					2B Reduce truancy rates	2B Reduce truancy rates	2B Reduce truancy rates	5

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
rates					by 1.9% from 14.9% to 13%	by 0.5% from 13% to 12.5%	by 0.5% from 12.5% to 12%	
2C High school graduation rates					2C Maintain high school graduation rate of 95.9%	2C Maintain high school graduation rate of 95.9%	2C Maintain high school graduation rate of 95.9%	5
2D Student suspension rates					2D Maintain historically low student suspension rate of 1.8%	2D Maintain historically low student suspension rate of 1.8%	2D Maintain historically low student suspension rate of 1.8%	6
2E Student expulsion rates					2E Maintain historically low student expulsion rate of 0%	2E Maintain historically low student expulsion rate of 0%	2E Maintain historically low student expulsion rate of 0%	6
2F Other local measures: Safe and Healthy Kids Survey (S&HKS);					2F Improved S&HKS percentage of students in grades 7, 9, and 11 feeling connected to school by 2%	2F Improved S&HKS percentage of students in grades 7, 9, and 11 feeling connected to school by 1%	2F Maintain percentage of students in grades 7, 9, and 11 feeling connected to school	6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					at the following levels: middle school from 72% to 74%; high school from 62% to 64%; and alternative high school from 67% to 69%;	at the following levels: middle school from 74% to 75%; high school from 64% to 65%; and alternative high school from 69% to 70%		
2G Other local measures: Physical Fitness Test					2G improved percentage by 2% students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to	2G improved percentage by 2% students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to	2G improved percentage by 1% students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to	6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					music, arts, physical education and sports, health services, and nutritional support	music, arts, physical education and sports, health services, and nutritional support	music, arts, physical education and sports, health services, and nutritional support	
NEED: Provide Support and Intervention to Students	**GOAL 3** Support and intervention for all students Provide programs and opportunities that ensure the needs of all students are met	All	All	NOT APPLICABLE				3, 4, 5, 7, 8
Metrics:								
3A Efforts to seek parent input					3A LCAP survey to focus on	3A Continue LCAP survey priorities to	3A Continue LCAP survey priorities to	3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					parent and community educational priorities	focus on parent and community educational goals	focus on parent and community educational goals	
3B Promotion of parental participation					3B Formation of LCAP Committee including represent-ation from diversified parent groups	3B Continue LCAP Committee meetings and input from diversified parent groups	3B Continue LCAP Committee meetings and input from diversified parent groups	3
3C Share of English Learners (ELs) that become English proficient					3C Maintain percentage of ELs that become English proficient at 70%	3C Maintain percentage of ELs that become English proficient at 70%	3C Maintain percentage of ELs that become English proficient at 70%	4
3D English Learner (EL) reclassification rate					3D Maintain percentage of ELs that become	Maintain percentage of ELs that become	3D Maintain percentage of ELs that become	4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					reclassified at 31%	reclassified at 31%	reclassified at 31%	
3E Middle school dropout rates					3E Maintain rate of 0%	3E Maintain rate of 0%	3E Maintain rate of 0%	5
3F High school dropout rates					3F Maintain historical low percentage of high school dropout rate of 1.6%	3F Maintain historical low percentage of high school dropout rate of 1.6%	3F Maintain historical low percentage of high school dropout rate of 1.6%	5
3G Student access and enrollment in all required areas of study					3G Additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and	3G Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student	3G Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student	7

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					enrollment in all required areas of study	access and enrollment in all required areas of study	access and enrollment in all required areas of study	
3H Other indicators of student performance in required areas of study. May include performance on other exams; DIBLES, SRI, end-of-course assessments					3H Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), and end-of-course assessments	3H Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), and end-of-course assessments	3H Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), and end-of-course assessments	8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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NEED: Maintain and improve facilities to support student learning, and the health, safety, and well being of all students	GOAL 4 Facilities that support learning and student health, safety, and well being Provide a high quality learning environment and well-maintained facilities	All	All	NOT APPLICABLE				1
Metrics:								
4A Facilities in good repair					4A Increased daily cleaning and routine and deferred maintenance	4A Maintain the increased level of daily cleaning and routine and deferred maintenance	4A Maintain the increased level of daily cleaning and routine and deferred maintenance	1
4B Facility Inspection Tool					4B Continue renovation, and facility	4B Continue renovation, and facility	4B Continue renovation, and facility	1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
(FIT), Facility Master Plan					modern-ization, and improvement projects as specified in the OPUSD Facility Master Plan	modern-ization, and improvement projects as specified in the OPUSD Facility Master Plan	modern-ization, and improvement projects as specified in the OPUSD Facility Master Plan	

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 1A CCSS Implementation	1 Basic Services: Rate teachers are assigned and credentialed appropriately for students they teach	• Human Resources (HR) audit to ensure teachers are appropriately credentialed and assigned • Williams Act review	LEA-wide	NOT APPLICABLE	• HR audits teacher and course assignments ($0) • HR increase staffing by 0.1 FTE ($4,260 General Fund) • Ensure all Special Education teachers have appropriate Autism certification ($2,200 General Fund)	• Continue HR audits teacher and course assignments ($0) • Maintain HR staffing ($4,260 General Fund) • Continue to ensure all Special Education teachers have appropriate Autism certification ($1,100 General Fund)	• Continue HR audits teacher and course assignments ($0) • Maintain HR staffing ($4,260 General Fund) • Continue to ensure all Special Education teachers have appropriate Autism certification ($1,100 General Fund)
GOAL 1B CCSS Implementation	1 Basic Services: Student access to standards-aligned	• Purchase textbooks and instructional materials	LEA-wide	NOT APPLICABLE	• Adopt CCSS-aligned Elementary math adoption ($65,000 General Fund, Restricted	• Purchase adopted text books to support CCSS ($70,000	• Purchase adopted text books to support CCSS ($70,000

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
	instructional materials				Lottery) • Pilot CCSS-aligned Middle School math materials ($0) • Adopt CCSS-aligned upper level High School math materials in Finite Math, Calculus, Math Analysis and Statistics ($100,000 General Fund, Restricted Lottery) • Pilot CCSS-aligned lower division High School math materials ($0) • Maintain CCSS-	General Fund, Restricted Lottery) • Adopt CCSS-aligned Middle School math materials ($75,000 General Fund, Restricted Lottery) • Maintain CCSS-aligned upper level High School math materials ($100,000 General Fund, Restricted Lottery) • Adopt CCSS-aligned lower division High School math materials ($100,000 General Fund, Restricted Lottery) • Pilot CCSS-	General Fund, Restricted Lottery) • Maintain CCSS-aligned Middle School math materials ($75,000 General Fund, Restricted Lottery) • Maintain CCSS-aligned upper level High School math materials ($100,000 General Fund, Restricted Lottery) • Maintain CCSS-aligned lower division High School math materials ($100,000 General Fund, Restricted Lottery) • Adopt CCSS-

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
					aligned Elementary English/ language arts bridge materials (in second year) ($40,000 General Fund, Restricted Lottery)	aligned Elementary English/ language arts materials ($60,000 General Fund, Restricted Lottery)	aligned Elementary English/ language arts materials ($75,000 General Fund, Restricted Lottery)
					• Pilot CCSS-aligned Middle School English/ language arts materials ($0)	• Adopt CCSS-aligned Middle School English/ language arts materials ($80,000 General Fund, Restricted Lottery)	• Maintain CCSS-aligned Middle School English/ language arts materials ($80,000 General Fund, Restricted Lottery)
					• Pilot CCSS-aligned High School English/ language Arts materials ($0)	• Adopt CCSS-aligned High School English/ language Arts materials ($100,000 General Fund, Restricted Lottery)	• Maintain CCSS-aligned High School English/ language Arts materials ($100,000 General Fund, Restricted Lottery)
					• Add Teacher on Special Assignment (TOSA) in Science	• Add Teacher on Special Assignment	• Add Teacher on Special Assignment

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
					to enhance District-wide science program and to support the District's goals of authentic learning, differentiation and project-based learning ($92,000 Friends of Oak Park Ed Foundation)	(TOSA) in Science to enhance District-wide science program and to support the District's goals of authentic learning, differentiation and project-based learning ($92,000 Friends of Oak Park Ed Foundation) • Pilot CCSS-aligned science materials for Middle School ($0) • Pilot CCSS-aligned science materials for High School ($0)	(TOSA) in Science to enhance District-wide science program and to support the District's goals of authentic learning, differentiation and project-based learning ($92,000 Friends of Oak Park Ed Foundation) • Adopt CCSS-aligned science materials for Middle School ($100,000) • Adopt CCSS-aligned science materials for High School ($100,000) • Pilot CCSS-aligned science materials for

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
							Elementary School ($0)
GOAL 1C CCSS Implementation	2 Implementation of CCSS: Implementation of CCSS for all students, including EL	• Provide professional development	LEA-wide	NOT APPLICABLE	• Provide professional development to teachers, instructional assistants, and administrators on CCSS-aligned instruction and curriculum ($106,766 General Fund) • Continue to implement the Critical Thinking Institute/UCLA training to support the District's goals of authentic learning, differentiation and project-based learning ($55,000 General Fund)	• Continue to provide professional development to teachers, instructional assistants, and administrators on CCSS-aligned instruction and curriculum ($115,000 General Fund) • Continue to implement the Critical Thinking Institute/UCLA training to support the District's goals of authentic learning, differentiation and project-based learning ($55,000 General Fund)	• Continue to provide professional development to teachers, instructional assistants, and administrators on CCSS-aligned instruction and curriculum ($115,000 General Fund) • Continue to implement the Critical Thinking Institute/UCLA training to support the District's goals of authentic learning, differentiation and project-based learning ($55,000 General Fund)

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 1D CCSS Implementation	4 Standard Achievement: Performance on standardized tests	• Align District Technology with Smarter Balanced Assessment requirements	LEA-wide	NOT APPLICABLE	• Purchase additional Chrome Books and iPads for student access ($26,625 General Fund) • Typing Boot Camp ($4,500 General Fund) • Add Teacher on Special Assignment (TOSA) in Technology to enhance District-wide technology program and to support the District's goals of authentic learning, differentiation and project-based learning ($90,000 General Fund)	• Continue purchase of Chrome Books and iPads for student access ($30,000 General Fund) • Typing Boot Camp ($4,500 General Fund) • Continue Teacher on Special Assignment (TOSA) in Technology to enhance District-wide technology program and to support the District's goals of authentic learning, differentiation and project-based learning ($90,000 General Fund)	• Continue purchase of Chrome Books and iPads for student access ($30,000 General Fund) • Typing Boot Camp ($4,500 General Fund) • Continue Teacher on Special Assignment (TOSA) in Technology to enhance District-wide technology program and to support the District's goals of authentic learning, differentiation and project-based learning ($90,000 General Fund)

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 1E CCSS Implementation	4 Standard Achievement: Score on API	• API not available	LEA-wide	NOT APPLICABLE	• API not available	• API not available	• API not available
GOAL 1F CCSS Implementation	4 Standard Achievement: Share of students that are college and career ready	• Extended learning time • Increase and improve Science, Technology, Engineering, Mathematics (STEM) High School course offerings	Oak Park Independent School, Oak View High School, and Oak Park High School	NOT APPLICABLE	• Increase course offerings before school (zero period) ($20,500 General Fund) • Continue to offer 7th period support in all courses for all students ($0) • Additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study ($107,000 General Fund)	• Continue course offerings before school (zero period) ($20,500 General Fund) • Continue to offer 7th period support in all courses for all students ($0) • Continue to offer additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study ($107,000	• Increase course offerings before school (zero period) ($20,500 General Fund) • Continue to offer 7th period support in all courses for all students ($0) • Continue to offer additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study ($107,000

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
						General Fund)	General Fund)
GOAL 1G CCSS Implementation	4 Standard Achievement: Share of students that pass Advanced Placement exams with 3 or higher	• Extended learning time • Teacher release time • Increase use of technology in core course offerings	Oak Park Independent School and Oak Park High School	NOT APPLICABLE	• Increase course offerings before school (zero period) ($20,500 General Fund) • Continue to offer 7th period support in all courses for all students ($0) • Cross-department meetings for planning and implementation of STEM and other related curriculum ($5,000 General Fund) • Tech Lites – Teacher leaders to facilitate the successful transition and implementation of CCSS and	• Continue course offerings before school (zero period) ($20,500 General Fund) • Continue to offer 7th period support in all courses for all students ($0) • Cross-department meetings for planning and implementation of STEM and other related curriculum ($5,000 General Fund) • Continue Tech Lites program to facilitate the successful transition and implementation of CCSS and	• Continue course offerings before school (zero period) ($20,500 General Fund) • Continue to offer 7th period support in all courses for all students ($0) • Cross-department meetings for planning and implementation of STEM and other related curriculum ($5,000 General Fund) • Continue Tech Lites program to facilitate the successful transition and implementation of CCSS and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					technology ($18,000 General Fund)	technology ($18,000 General Fund)	technology ($18,000 General Fund)
GOAL 1H CCSS Implementation	4 Standard Achievement: Share of students determined prepared for college by the Early Assessment Program	• No longer administering this assessment	LEA-wide	NOT APPLICABLE	• No longer administering this assessment	• No longer administering this assessment	• No longer administering this assessment
GOAL 1I CCSS Implementation	2 Implementation of CCSS: Teacher Surveys	• Survey all District certificated employees to prioritize educational goals and District spending plan.	LEA-wide	NOT APPLICABLE	• Survey sent in spring of 2014 and results helped to inform LCAP goals and priorities ($0)	• Survey will be updated and sent in early spring of 2015 to develop and refine LCAP goals and priorities ($0)	• Survey will be updated and sent in early spring of 2016 to develop and refine LCAP goals and priorities ($0)
GOAL 2A Student Health, Safety, & Well Being	5 Student Engagement: School Attendance Rates	• Reinstate School Attendance Review Team (SART), a District-wide effort to improve	LEA-wide	NOT APPLICABLE	• Reinstate SART ($0)	• Continue SART ($0)	• Continue SART ($0)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		attendance					
GOAL 2B Student Health, Safety, & Well Being	5 Student Engagement: Chronic Absenteeism	• SART holds meetings with the student and parent to express the importance of attendance and punctuality	LEA-wide	NOT APPLICABLE	• Continued contact with at-risk students and families ($0)	• Continued contact with at-risk students and families ($0)	• Continued contact with at-risk students and families ($0)
GOAL 2C Student Health, Safety, & Well Being	5 Student Engagement: High School Graduation Rates	• Support all students in meeting their academic and social/emotional needs	Oak Park High School, Oak View High School, Oak Park Independent School	NOT APPLICABLE	• Addition of 1.0 FTE secondary counselor ($103,362 General Fund) • Additional course offerings as discussed above (see Goal 1F)	• Continue additional secondary counselor ($103,362 General Fund) • Additional course offerings as discussed above (see Goal 1F)	• Continue additional secondary counselor ($103,362 General Fund) • Additional course offerings as discussed above (see Goal 1F)
GOAL 2D Student Health, Safety, & Well Being	6 School Climate: Student Suspension Rate	• Maintain historically low suspension rate of 1.8%	LEA-wide	NOT APPLICABLE	• Maintain historically low suspension rate ($0)	• Maintain historically low suspension rate ($0)	• Maintain historically low suspension rate ($0)
GOAL 2E Student Health,	6 School Climate:	• Maintain historically	LEA-wide	NOT APPLICABLE	• Maintain historically low	• Maintain historically low	• Maintain historically low

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
Safety, & Well Being	Student Expulsion Rate	low expulsion rate of 0%			expulsion rate ($0)	expulsion rate ($0)	expulsion rate ($0)
GOAL 2F Student Health, Safety, & Well Being	6 School Climate: Other local measures: Safe and Healthy Kids survey (S&HKS)	• Addition of two part-time aides to assist secondary counselors • Safe School Ambassadors • Peer Counselors • Addition of a Director of Student Nutrition and Wellness	LEA-wide	NOT APPLICABLE	• Addition of clerical support for counselors ($29,808 General Fund) • Continue Safe School Ambassadors program ($6,000 General Fund) • Continue Peer Counselor program ($6,000 General Fund) • Addition of a full-time Director of Student Nutrition and Wellness to conform with the District's school wellness policy ($95,900)	• Continue clerical support for counselors ($29,808 General Fund) • Continue Safe School Ambassadors program ($6,000 General Fund) • Continue Peer Counselor program ($6,000 General Fund) • Continue employment of a full-time Director of Student Nutrition and Wellness to conform with the District's school wellness policy	• Continue clerical support for counselors ($29,808 General Fund) • Continue Safe School Ambassadors program ($6,000 General Fund) • Continue Peer Counselor program ($6,000 General Fund) • Continue employment of a of a full-time Director of Student Nutrition and Wellness to conform with the District's school wellness policy

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
						($95,900)	($95,900)
GOAL 2G Student Health, Safety, & Well Being	6 School Climate: Other local measures: Physical Fitness Test	• Addition of 3 elementary PE teachers and 3 part-time aides to assist as PE coaches • Addition of playground equipment	Elementary School Sites	NOT APPLICABLE	• Enhance the physical education program at each elementary site with the addition of a full-time credentialed PE teacher and 1 part-time instructional assistant ($314,382 General Fund) • Potential additional playground equipment to support District goals of health and wellness for all students ($125,000)	• Maintain the physical education program at each elementary site with the addition of a full-time credentialed PE teacher and 1 part-time instructional assistant ($314,382 General Fund)	• Maintain the physical education program at each elementary site with the addition of a full-time credentialed PE teacher and 1 part-time instructional assistant ($314,382 General Fund)
GOAL 3A Support and intervention for	3 Parental Involvement: Efforts to seek	• Survey all District parents to	LEA-wide	NOT APPLICABLE	• Survey sent in spring of 2014 and results helped to	• Survey will be updated and sent in early	• Survey will be updated and sent in early

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
all students	parent input	prioritize educational goals and District spending plan.			inform LCAP goals and priorities ($0)	spring of 2015 to develop and refine LCAP goals and priorities ($0)	spring of 2016 to develop and refine LCAP goals and priorities ($0)
GOAL 3B Support and intervention for all students	3 Parental Involvement: Promotion of parental participation	• Identify parent advisor committee volunteers to fairly represent the entire student population	LEA-wide	NOT APPLICABLE	• Develop an action plan to determine methods to be used to involve parents in various advisor committees ($0)	• Implement action plan to involve parents in various advisor committees ($0)	• Continue action plan to involve parents in various advisor committees ($0)
GOAL 3C Support and intervention for all students	4 Standard Achievement: Share of English Learners (ELs) that become English proficient	• Provide an instructional assistant to each school site to address the academic and social needs of English Learners	LEA-wide	NOT APPLICABLE	• Maintain current staffing level and service provided to English Learners ($77,900 General Fund)	• Increase staffing level and service provided to English Learners by additional 10% ($85,690 General Fund)	• Increase staffing level and service provided to English Learners by additional 10% ($94,260 General Fund)
GOAL 3D Support and intervention for all students	4 Standard Achievement: English Learner reclassification rate	• Provide additional instructional assistants to support EL aides during	LEA-wide	NOT APPLICABLE	• Provide six temporary aides to assist EL instructional assistants in the administration of	• Provide six temporary aides to assist EL instructional assistants in	• Provide six temporary aides to assist EL instructional assistants in

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
		mandatory California English Language Development Test (CELDT) assessments			the CELDT ($6,000 General Fund)	the administration of the CELDT ($6,000 General Fund)	the administration of the CELDT ($6,000 General Fund)
GOAL 3E Support and intervention for all students	5 Student Engagement: Middle School Dropout Rates	• Ensure regular, individual contact high-risk students by increasing staffing and access to supports and intervention	Medea Creek Middle School	NOT APPLICABLE	• Addition of one full time counselor and one part-time clerical assistant (see Goal 2C above)	• Maintain additional counselor and clerical support (see Goal 2C above)	• Maintain additional counselor and clerical support (see Goal 2C above)
GOAL 3F Support and intervention for all students	5 Student Engagement: High School Dropout Rates	• Identify factors contributing to student dropout; investigate and develop an individual action plan for each student	Oak Park High School, Oak View High School, Oak Park Independent School	NOT APPLICABLE	• Identify factors contributing to student dropout working with existing staff at secondary level	• Additional secondary counselor to develop individual action plans for students at risk ($103,362 General Fund)	• Maintain staffing levels and continue the development of individual action plans for students at risk ($103,362 General Fund)
GOAL 3G Support and	7 Course Access: Student	• Implement multiyear	Brookside Elementary, Oak	NOT APPLICABLE	• Implement multiyear plan to	• Implement second year of	• Implement third year of

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
intervention for all students	access and enrollment in all required areas of study	plan to reduce K-3 class size to 24:1 • Math intervention at Medea Creek Middle School (MCMS)	Hills Elementary, Red Oak Elementary, and Medea Creek Middle School		reduce K-3 class size to 24:1 beginning with Discovery Kindergarten-Kindergarten (DK-K) ($180,000 General Fund) • Addition of 0.1 FTE math teacher for intervention program at MCMS ($9,000 General Fund)	multiyear plan to reduce K-3 class size to 24:1 in grades DK-1 ($180,000 General Fund) • Continue addition of 0.1 FTE math teacher for intervention program at MCMS ($9,000 General Fund)	multiyear plan to reduce K-3 class size to 24:1 in grades DK-2 ($180,000 General Fund) • Continue addition of 0.1 FTE math teacher for intervention program at MCMS ($9,000 General Fund)
GOAL 3H Support and intervention for all students	8 Other Student Outcomes: Other indicators of student performance in required areas of study. May include performance on other exams; DIBLES, SRI, end-of-course assessments	• Provide programs and opportunities that ensure the needs of all students are met through authentic learning experiences, project-based learning and differentiated	LEA-wide	NOT APPLICABLE	• Provide programs and opportunities, including teachers on special assignment for technology and science, Critical Thinking Institute, Gifted and Talented Education programs, to	• Maintain programs and opportunities, including teachers on special assignment for technology and science, Critical Thinking Institute, Gifted and Talented	• Maintain and opportunities, including teachers on special assignment for technology and science, Critical Thinking Institute, Gifted and Talented 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
		instruction			ensure the needs of all students are met (In addition to program costs accounted for in prior goals, additional $20,000 General Fund)	Education programs, to ensure the needs of all students are met (In addition to program costs accounted for in prior goals, additional $20,000 General Fund)	programs, to ensure the needs of all students are met (In addition to program costs accounted for in prior goals, additional $20,000 General Fund)
GOAL 4A Facilities that support learning and student health, safety, and well being	1 Basic Services: Facilities in Good Repair	• Increase staffing in custodial, grounds and maintenance services to ensure clean, safe, and well-maintained school campuses	LEA-wide	N/A	• Provide three training sessions for custodial staff pertaining to cleaning, safety, and effectiveness ($15,000 from General Fund)	• Provide three training opportunities for custodial staff pertaining to cleaning, safety, and effectiveness ($18,000 from General Fund) • Increase custodial services by 3.6 FTE positions to return to 100% staffing level ($175,355	• Provide three training opportunities for custodial staff pertaining to cleaning, safety, and effectiveness ($21,000 from General Fund) • Maintain increase of custodial services by 3.6 FTE positions ($175,355 from General

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
					from General Fund) • Increase grounds staffing by 33% (1.0 FTE) and maintenance staffing by 33% (1.0 FTE) ($126,970 from General Fund)	Fund) • Maintain increase of grounds staffing by 33% (1.0 FTE) and maintenance staffing by 33% (1.0 FTE) ($126,970 from General Fund)	
GOAL 4B Facilities that support learning and student health, safety, and well being	1 Basic Services: Facility Inspection Tool (FIT), Facility Master Plan	• Repair, renovate, and modernize facilities at all sites as outlined in the board-approved Facilities Master Plan	LEA-wide	N/A	• Perform Master Plan facilities projects including OPHS classroom replacement, BES building 100 modernization; OPHS gymnasium modernization, security camera system, LED exterior lighting upgrade, VOIP telephone system, upgraded bell and public	• Perform Master Plan facilities projects including prioritized roof and HVAC system replacements, classroom carpeting and painting, miscellaneous deferred maintenance work	• Perform Master Plan facilities projects including prioritized roof and HVAC system replacements, classroom carpeting and painting, miscellaneous deferred maintenance work

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
					address system, miscellaneous deferred maintenance work ($8,918,328 Measure R Bond Fund) • Placement of five relocatable classrooms for OPIS on DO/OVHS site ($500,000 General Fund)	($2,410,230 Measure R Bond Fund)	($1,173,140 Measure R Bond Fund)

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
GOAL 1 CCSS Implementation	1,2, 4	• For low income pupils: Provide small group math instruction to K-5 students during the school day using research-based intervention practices • For low income pupils: Provide literacy	All elementary sites	Not Applicable	• Provide math intervention instructional assistants to support a math intervention program to assist students in meeting grade level standards ($77,900 Title I, LCFF Supplemental Grant) • Provide literacy instructional	• Provide math intervention instructional assistants to support a math intervention program to assist students in meeting grade level standards ($77,900 Title I, LCFF Supplemental Grant) • Provide literacy instructional	• Provide math intervention instructional assistants to support a math intervention program to assist students in meeting grade level standards ($77,900 Title I, LCFF Supplemental Grant) • Provide literacy instructional

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
		instruction to K-5 students during the school day using research-based intervention practices			assistants to support a literacy intervention program to assist students in meeting grade level standards ($129,122 LCFF Supplemental Grant)	assistants to support a literacy intervention program to assist students in meeting grade level standards ($129,122 LCFF Supplemental Grant)	assistants to support a literacy intervention program to assist students in meeting grade level standards ($129,122 LCFF Supplemental Grant)
GOAL 1 CCSS Implementation	1,2, 4	• For English learners: Ensure best practices for teaching English Language Development by providing training and support to staff	LEA-wide	Not Applicable	• VCOE training for EL Aides that addresses English Language development, instructional strategies, and behavioral supports ($2,000 LCFF Supplemental Grant)	• VCOE training for EL Aides that addresses English Language development, instructional strategies, and behavioral supports ($2,000 LCFF Supplemental Grant)	• VCOE training for EL Aides that addresses English Language development, instructional strategies, and behavioral supports ($2,000 LCFF Supplemental Grant)

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
		• District will provide professional development to staff and administrators in strategies for the implementation of EL CCSS			• Provide professional development opportunities through VCOE for the implementation of EL CCSS ($10,000)	• Continue professional development opportunities through VCOE for the implementation of EL CCSS ($10,000)	• Continue professional development opportunities through VCOE for the implementation of EL CCSS ($10,000)
GOAL 1 CCSS Implementation	4	• For foster youth: Provide small group math instruction to K-5 students during the school day using research-based intervention practices • For foster youth: Provide	All elementary sites	Not Applicable	• Provide math intervention instructional assistants to support a math intervention program to assist students in meeting grade level standards (Included with low income, Goal 1 above) • Provide literacy	• Provide math intervention instructional assistants to support a math intervention program to assist students in meeting grade level standards (Included with low income, Goal 1 above) • Provide literacy	• Provide math intervention instructional assistants to support a math intervention program to assist students in meeting grade level standards (Included with low income, Goal 1 above) • Provide literacy

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
		literacy instruction to K-5 students during the school day using research-based intervention practices			instructional assistants to support a literacy intervention program to assist students in meeting grade level standards (Included with low income, Goal 1 above)	instructional assistants to support a literacy intervention program to assist students in meeting grade level standards (Included with low income, Goal 1 above)	instructional assistants to support a literacy intervention program to assist students in meeting grade level standards (Included with low income, Goal 1 above)
GOAL 2 Student Health, Safety and Well Being	5,6	• For low income pupils: Partner with parents to support their children's education through collaborative connections, referrals, and parent education	LEA-wide	Not Applicable	• Encourage participation in Advisory Groups, participation in County programs that support low income families and participation in parent support group	• Encourage participation in Advisory Groups, participation in County programs that support low income families and participation in parent support group through	• Encourage participation in Advisory Groups, participation in County programs that support low income families and participation in parent support group through

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
					through elementary counselor ($0)	elementary counselor ($0)	elementary counselor ($0)
GOAL 2 Student Health, Safety and Well Being	5,6	• For English learners: Address the specific communication and support needs for families of English learners	LEA-wide	Not Applicable	• Establish District Interpreter services for IEP meetings and to provide service during district-wide parent meetings ($2,000 LCFF Supplemental Grant)	• Establish District Interpreter services for IEP meetings and to provide service during district-wide parent meetings ($2,000 LCFF Supplemental Grant)	• Establish District Interpreter services for IEP meetings and to provide service during district-wide parent meetings ($2,000 LCFF Supplemental Grant)
GOAL 2 Student Health, Safety and Well Being	5, 6	• For foster youth: Appoint senior staff member as liaison to work with students and their families.	LEA-wide	Not Applicable	• Provide education and outreach services • Meet with students and families quarterly • Students will receive selected	• Provide education and outreach services • Meet with students and families quarterly • Students will receive selected	• Provide education and outreach services • Meet with students and families quarterly • Students will receive selected

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
					services for foster youth from county agencies ($0)	services for foster youth from county agencies ($0)	services for foster youth from county agencies ($0)
GOAL 3 Support and Intervention for all students	3,4,5,7,8	• For low income pupils, English learners and Foster Youth: Provide increased mental health services and support	LEA-wide	Not Applicable	• Addition of 0.5 FTE Behaviorist and 0.5 FTE Psychologist ($109,140 LCFF Supplemental Grant)	• Continue 0.5 FTE Behaviorist and 0.5 FTE Psychologist ($109,140 LCFF Supplemental Grant)	• Continue 0.5 FTE Behaviorist and 0.5 FTE Psychologist ($109,140 LCFF Supplemental Grant)

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.)

Oak Park USD has less than 9% unduplicated students who are low income, foster youth, and English learner pupils. We will receive $312,956 for the supplemental and concentration grant funding. The cost of these additional services exceeds this amount and will be supported in part by the supplemental dollars for our unduplicated count and in larger measure by the General Fund. Each child is a valued member of the student community and his or her success is a top priority. Because there is not a concentration of these students at any one school, the District provides Literacy aides, EL aides, Math aides at all sites to give additional instructional support to these students as needed. Support fluctuates on a site-by-site basis determined by the level of actual needs as identified by test scores, teacher input and other data.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The minimum proportionality percentage for Oak Park Unified School District is 1%. Increased English Language aides and additional training to serve eligible students, foster youth liaison, will secure services for the appropriate sub groups. We have found that this is the most effective use of funds, and is evidenced by the District's long history of high test scores and college-ready achievement among all its students, regardless of economic, foster, or English learner status.

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.