

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Oroville Union High School District **Contact** Dr. Corey Willenberg, Superintendent Email: cwillenb@ouhsd.org (530) 538-2300 ext. 1107

LCAP Year:2014-15

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?

Introduction:

The Oroville Union High School District is located in the rural north valley at the base of the Sierra Nevada foothills, about seventy miles north of Sacramento. The district encompasses 647 miles of eastern Butte County. The district has two comprehensive high schools, one continuation school, one community day school and one adult education school. The Butte-Glenn Community College and California State University, Chico are located approximately 25 miles from Oroville.

Oroville is the Butte County seat and the primary source of income for the city's population of 15,563 residents (55,000 in the greater Oroville area). Other significant sources of income are agriculture, light manufacturing, tourism, retail trade services, transportation, public utilities, construction, finance, government and public administration. The 2009 median household income in the city was \$38,824.

Comprehensive High Schools

Oroville High School was founded in 1892 and is the oldest high school in the district. The eighteen-acre campus has fifty-five classrooms and seven computer labs, which are all connected to the Internet. The building has seen several upgrades over its many years in existence. Bond Measure, J, which passed in 2002, provided monies for a new science building, industrial technology building and library and modernization of the gymnasium. Most recently, Oroville High added new baseball and softball fields. Oroville High School employs 2 administrators and nearly 75 staff members. There are approximately 1100 students enrolled at the school.

Las Plumas High School was established in 1960 as the second comprehensive high school to alleviate overcrowding at Oroville High School. The sixty-four acre campus is the largest school in the district. The original buildings have been supplemented during growth phases by 40 portables. Bond Measure J, which passed in 2002, provided the monies for the new gymnasium, agricultural science lab and classrooms, fine arts complex and modernization of the existing classrooms. Las Plumas High School is supervised by 2 administrators and employs nearly 100 staff members. There are approximately 1200 students enrolled at the school.

Both campuses offer a traditional high school time schedule. The Monday schedule has six periods of class time (50 minutes each) followed by collaboration time for teachers. The Tuesday through Friday schedule has six periods of class time (57 minutes each) and a consultation period from 12:06 p.m. - 12:30 p.m. to provide time for students to receive extra help from their teachers. The consultation periods are used to provide extra assistance to students.

Continuation School

Prospect High School was founded in 1969 as the continuation program for the district. The school serves approximately 115 students who are credit deficient or in need of a smaller school environment. The school was chosen by the State of California as a Model School in 1994 and in 2000. Prospect High School has a principal that serves the entire alternative education program, 7 certificated teachers, a part-time counselor and 5 classified employees. Prospect also houses an Early Head Start center for teen parents.

Community Day School

The OUHSD Community Day School was founded in 1999. The school serves approximately 30 students who have been referred there by expulsion, probation placement or truancy referral. The restrictive environment offers an educational option for students with high expectations, whether the student is performing at or above grade level, or in need or remediation in one or more academic areas. Community Day School has a principal that serves the entire alternative education program, 2 certificated teachers and 3 classified employees.

Adult School

Oroville Adult Education Career and Technical Center serves approximately 2,000 youths and adults annually with academic and vocational programs. Academic programs include High School Diploma, General Education Diploma (GED) preparation, computer applications, job readiness, English as a Second Language (ESL), Adult Basic Education (ABE), independent study and Career Exploration. Vocational Certification programs include Office Technology and Accounting. Medical certification programs include Pharmacy Technician, Certified Nursing Assistant (CNA) and Emergency Medical Technician (EMT). The Adult School offers credit recovery opportunities for high school students in the Oroville Union High School District.

Involvement Process	Impact on LCAP
<p>The District started gathering community input from 2013</p> <p>Survey Tools</p> <p>The district set up a LCFF email address and an LCFF voice mail box where all stakeholders could give input on LCFF priorities for the District. The district used the auto dialer to notify every parent/guardian in the District about the LCFF email address and the LCFF voice mail box. This message was sent out in English and Spanish. A section was added to the district website with information regarding LCFF/LCAP and it specifically invited the community to learn more about the process of providing feedback attend meeting and submit suggestions for LCFF priorities.</p>	<p>Gathering Input from Multiple Sources</p> <p>Several different groups worked hard to successfully impact the LCAP development process. Groups generated ideas about current needs and the impact of existing programs which also included prioritizing</p> <p>Survey and Budget Tools</p> <p>An online survey was made available and stakeholders were informed to visit the webpage to submit their responses. The results were then compiled into categories that matched the LCAP priority areas.</p> <p>An online survey asked participants to provide feedback on their top priority programs. The results of that survey and feedback form the</p>

Stakeholder and Community Engagement:

OUHSD held a public hearing to explain the Local Control Funding Formula on December 5, 2013. 24 people attended the meeting, one person was a parent. Given the community profile of diverse parent groups, the district has continued to make intensive and aggressive efforts to attract parent and community feedback.

OUHSD also includes an LCFF agenda item at every Board of Trustees meeting. Staff educates the Board about different aspects of the LCFF and LCAP. The public has an opportunity at every Board meeting to talk on an agenda item (LCFF) or on a non-agenda item to give the Board input on LCFF priorities. In order to continue its efforts to educate the stakeholders, OUHSD has used the following documents:

1. School Single Plans for Student Achievement (SPSA)
2. District Local Educational Agency Plan (LEAP)
3. Oroville Union High School District Needs Assessment Report prepared by Total School Solutions
4. School Quality Snapshots for Las Plumas High, Oroville High and Prospect High
5. Adequate Yearly Progress (AYP) Reports for all schools
6. WASC Self Study documents
7. OUHSD Technology Plan and
8. Oroville Union High School District Safety Plan

The county data and response from Foster Youth Services was included in all sections of the document and identified in action items that specifically meet the needs of the Foster Youth

meetings helped generate a list of top priorities for the district

Revised Priorities

After additional discussions and presentations, the LCAP document was designed to improve student learning and success. All the feedback was arranged under the 8 priority areas with a 3 year implementation deadline.

The feedback included some of these specific needs:

- Solar, lighting retrofits and HVAC replacements.
- Maintenance - paving/seal coating projects, spray roofing material on all buildings at LP, removal of old light poles at Bechtel, lights for baseball/softball fields
- Expansion of course offerings to include more AP classes
- Career Technical Education
- Lower class sizes
- Increase Parental Involvement
- Schools – computer and network equipment replacement, sports equipment/uniforms, basic supplies, perimeter fencing at LP, new bleachers for baseball/softball fields.
- Put cameras in the LP student parking lot
- Continue to implement Common Core
- Funds for both high school libraries to ensure maximum support for our students' course research and reading needs

English Language Learners group provided feedback which was included in all sections of the document and identified in action items that specifically meet the needs of the EL students.

Low Income students comprise 74% of the total student body. Feedback was included in all sections of the document and identified in action items that specifically meet the needs of the Low Income students.

In January, district principals and staff were provided information through:

1. Various site and district level meetings. 9-12 Principals have provided the information at their site to their school site parent leaders, teachers and staff.
2. Superintendent's Advisory Council, with representatives from parents and community.

The district worked with parent and community partner organizations to form focus groups representative of the students in our key subgroups. Superintendent Willenberg and his key staff visited with the local community groups to address the organizations seek input and provide updated information for the LCAP. The process was to generate feedback about programs and support services for student success and the needs of the parents and the community for services from the district around the entire education process. Input was sought and received from school groups including but not limited to School Site Council, ELAC, PTSA, School Leadership Committees, Department Chairs, PLC Guiding Coalitions,

- Continuation of mental health counseling services for students
- Attract and maintain high quality teachers

Update to the community:

A completed draft was presented to the Board for their input on May 8, 2014. Prior to that, the feedback from each group was gathered and compiled into a draft document which was then shared for feedback and edits. The draft was also shared with the DELAC and Superintendent Advisory Council groups.

Drafts of the LCAP were posted on the Oroville Union High School website and a dialer message was sent home to all families in the district asking them to review the document online and provide input.

The District consulted on the LCAP with both local bargaining units: CSEA Feather River Chapter 342 (5/19) and Oroville Secondary Teachers Association (5/29 and 6/9).

A second draft was presented to the Board on May 21, 2014, with a final draft and budget presented to the Board with a public hearing on June 18, 2014. Final Board approval is scheduled for the June 26, 2014 Board meeting.

DELAC (5/1), Superintendent Advisory Council (10/23 and 5/13), Greater Oroville Youth And Family Development Coalition (GOYAFDC) (2/28), Oroville Union High School District Hall of Fame Committee (3/10), California Retire Teachers Association (CRTA) (5/7), Fellows Club of Oroville (5/29), Southside Vanguard (4/3), Hmong Cultural Center of Butte County (4/28), Oroville Secondary Teachers Association (OSTA) (5/29 and 6/9), CSEA Feather River Chapter 342 (5/19).

The Superintendent's Advisory Council

The Superintendent' Advisory Council was formed in 2011 to give guidance to the district and Superintendent. Council membership is made up from families with students attending each school site.

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	
LCAP Focus Goal 1: Ensure that all students have access to quality standard-based instruction and curriculum to support college and career readiness, including intervention that addresses needs of diverse learners								
Need: Improve school and district facilities Metric: Williams Audit Technology Plan SBAC data Data from Computer	<u>Goal 1.1: Facilities and infrastructure update:</u> Fix, repair and update facilities. Develop improvement plan by identifying areas and creating a list of priorities	All students including low income, English Learner, foster youth and students with disabilities	Las Plumas Oroville Prospect CDS OAE		Complete needs assessment and develop priorities	Complete 15% of the list	Complete an additional 15% of the list	Priority 1 – Basic Services

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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Integrated lessons Facilities in Good Repair	Provide computers and labs at each site for CCSS implementation							
Need: Provide ongoing professional development for teachers and administrators Metric: Training sign-in, API, drop-out and graduation rate	Goal 1.2: Professional Development	All students including low income, English Learner, foster youth and students with disabilities	Las Plumas Oroville Prospect CDS OAE		Credential: 100%	Credential 100%	Credential 100%	Priority A1 – Basic
	Teachers appropriately credentialed				50% of teachers in each area listed receive year-long training through county or district coaches, or outside consultants.	75% of teachers in each area listed receive year-long training through county or district coaches, or outside consultants.	90% of teachers in each area listed receive year-long training through county or district coaches, or outside consultants.	
	CCSS trainings							
	Development of formative./ summative assessments and data							
Trainings in AP, RtI, And Technology								

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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Attendance & Chronic absenteeism rates Data from other formative and summative assessments	ELA and ELD standards alignment and Special Ed support							
LCAP Focus Goal 2: Increase student access to core and elective courses that support challenging and college ready curriculum for all students								
Need: Increase student access to college preparatory courses and CTE courses. Metric: Master schedule	<u>Goal 2.1: Student Equity and Access:</u> Review course offerings and revise courses as needed; Reassign staff or hire new staff to support the	All students including low income, English Learner, foster youth and	All Las Plumas Oroville Prospect CDS		Increase a-g courses including AP by 10%	Additional increase of a-g courses including AP by 10%	Additional increase a-g courses including AP by 10%	A 3 Course Access C 2 Pupil Engagement

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 AP and Honors; Data from EAP. Data from a-g readiness, EL students in AP courses; AP scores of 3	course offerings with fidelity	students with disabilities						
	Increase the number of EL and special education students accessing general education classes	Special Education			Increase by 15%	Increase by additional 15%	Increase by additional 15%	
LCAP Focus Goal 3: Ensure that all schools have a safe and welcoming climate that supports student diverse needs and their families and leads to students coming to class ready to learn								
Need: Expelled students need support Metrics: expulsions and	Goal 3.1: Increase student success through alternative means: Reduce expulsions unless it meets the ED	All Students including low income, English	All Las Plumas Oroville		Find alternatives to suspensions and expulsions and reduce both by 5%	Find alternatives to suspensions and expulsions and reduce both by 5%	Find alternatives to suspensions and expulsions and reduce both by 5%	A 4 Expelled Students

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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suspensions data Attendance., middle and high school drop- out rates; Graduation rates, Chronic absenteeism rates, surveys of teachers and students	Code requirements	Learner, foster youth and students with disabilities	Prospect				C 2 Pupil Engagement C 3 School Climate	
	Provide remediation opportunities for D/F grades, other than summer school Provide CAHSEE Remediation		CDS	Enrollment in remediation courses –Increase enrollment by 10% to makeup education gap	Increase enrollment in support courses by additional 10%	Increase enrollment in support courses by additional 10%		
Need: Address the Foster youth Achievement gap. Metric: Attendance	Goal 3.2 Raise school access and support for Foster Students: Close foster youth achievement gap	Foster Youth	All Las Plumas Oroville		Foster student data will indicate that they are narrowing the achievement gap by 15%	Foster student data will indicate that they are narrowing the achievement gap by additional 10%	Foster student data will indicate that they are narrowing the achievement gap by additional 10%	C 2 Pupil Engagement C 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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rates; school discipline rates; standardized test scores, chronic absenteeism,, drop out and graduation rates			Prospect					School Climate
	Decrease foster youth school mobility		CDS					
	Decrease adverse effect of school mobility on foster youth							
Need: Increase EL student graduation rates and access to core curriculum	<u>Goal 3.3: Raise access and support for EL students:</u> Increase reclassification	English Language Learners	All Las Plumas Oroville		Reclassification rates are to be increased by 5%	Reclassification rates are to be increased by 10%	Reclassification rates are to be increased by 10%	C 2 Pupil Engagement

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Metric: Re-classification rates; Attendance rates; school discipline rates; standardized test scores, chronic absenteeism rates, drop out and graduation rates	rates by monitoring process		Prospect				C 3 School Climate	
	Provide remediation opportunities for D/F grades, other than summer school		CDS	Decrease D/F grades for EL students per semester by 10%	Decrease D/F grades for EL students per semester by 15%	Decrease D/F grades for EL students per semester by 15%		
	Provide CAHSEE Remediation		OAE	Increase EL CAHSEE math/ELA pass rates by 5%	Increase EL CAHSEE math/ELA pass rates by additional 7%	Increase EL CAHSEE math/ELA pass rates by additional 10%		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Increase Special Education student graduation rates and access to core curriculum</p> <p>Metric: Attendance rates; school discipline rates; standardized test scores, chronic absenteeism rates, dropout & graduation</p>	<p>Goal 3.4: <u>Raise access and support for Special Education students and reduce the achievement gap</u></p> <p>Train teachers and aides in special education support</p> <p>Increase access to general education classes to raise access</p> <p>Tutorial Support for D/F and CAHSEE</p>	Special Education	Las Plumas Oroville Prospect CDS OAE	<p>Increase special education access to general education classes by 15%</p> <p>Decrease D/F grades for special education students per semester by 10%</p> <p>Increase Special education CAHSEE pass rates by 5%</p>	<p>Increase special education access to general education classes by additional 15%</p> <p>Decrease D/F grade for special education students per semester by 15%</p> <p>Additional Increase in CAHSEE pass rates by 7%</p>	<p>Increase special education access to general education classes by additional 15%</p> <p>Decrease D/F grades for special education students per semester by 15%</p> <p>Additional Increase in CAHSEE pass rates by 10%</p>	<p>C 2 Pupil Engagement</p> <p>C 3 School Climate</p>	

LCAP Focus Goal 4: Raise 4-year college access and preparation for all students through planned activities to support a college-going culture								
<p>Need: Increase the number of students ready for 2-4 year colleges</p> <p>Metric: AP pass rates EAP scores CAHSEE pass A-G access Graduation Cohort report Attendance rates, Absenteeism Dropout rates District benchmarks, API, college and career readiness data</p>	<p>Goal 4.1: Raise 4 year readiness</p> <p>Increase the number of students participating in the EAP program</p>	<p>All students including low income, English Learner, foster youth and students with disabilities</p>	<p>All Las Plumas Oroville Prospect CDS</p>		Increase participation rate by 10%	Increase participation rate by additional 15%	Increase participation rate by additional 15%	<p>B 1 Pupil Achievement</p> <p>B2 Other Pupil outcomes</p>
	Increase the number of students enrolled and passing the AP tests				Graduation cohort Increase by 2%	Graduation cohort Increase by additional 3%	Graduation cohort Increase by additional 1%	
	Provide school wide AP, PSAT and SAT tutoring and support the analysis of data				Increase by 10%	Increase additional 10%	Increase additional 20%	
	Increase the number of EL students in a-g courses and AP courses				Graduation cohort Increase by 5%	Graduation cohort Increase by 5%	Graduation cohort Increase by additional 5%	
	Increase % of sophomores passing CAHSEE				Raise participation by 25% every year	Raise participation by 25% every year	Raise participation by 25% every year	
	Institutionalize annual College Fair to create the culture							

<p>Need: Increase the number of students enrolled in CTE certification courses</p> <p>Metric: CTE courses; CTE certified staff; CTE enrollment College and CTE tracking</p>	<p>Goal 4.2: Raise college and career readiness:</p> <p>Offer courses that lead to industry certification, in alignment with Community college pathways</p> <p>CTE training and certification of programs</p> <p>Review and revise site allocations for CTE course</p>	<p>All students including low income, English Learner, foster youth and students with disabilities</p>	<p>All Las Plumas Oroville Prospect CDS OAE</p>		<p>Identify and design an articulation timeline and apply for consortium funding grants</p> <p>Review CTE courses and capstone courses</p>	<p>Identify and design an articulation timeline and apply for consortium funding grants</p> <p>Review CTE course offerings make sure that these are a-g approved</p>	<p>Identify and design an articulation timeline and apply for consortium funding grants</p>	<p>B 1 Pupil Achievement B2 Other Pupil outcomes</p>
<p>LCAP Focus Goal 5: Create a healthy and engaging environment for students and parents</p>								
<p>Need: Increase healthy lifestyles through additional programs</p> <p>Metric: Healthy kids survey</p>	<p>Goal 5.1: Healthy Students:</p> <p>Offer nutritional and healthy lifestyles focus – including hygiene, good eating habits, PE, sports and other awareness across the school year</p> <p>Nursing Services</p>	<p>All students including low income, English Learner, foster youth and students with disabilities</p>	<p>All Las Plumas Oroville Prospect CDS</p>		<p>Continuous improvement in the Healthy Kids survey data</p>	<p>Continuous improvement in the Healthy Kids survey data</p>	<p>Continuous improvement in the Healthy Kids survey data</p>	<p>B 2 Other student outcomes</p>

<p>Need: Increase co-curricular and extracurricular options</p> <p>Need: Raise student success:</p> <p>Metric: Cohort graduation, And School retention rates; Master schedule; Data on Number of students who received mental health Counseling Student, parent & teacher surveys; Suspension, expulsion rates</p>	<p>Goal 5.2.: Academic, Social, Emotional Success for all students:</p> <p>Provide opportunities for leadership, art music, etc.</p> <p>Mental health services including counseling</p>	<p>All students including low income, English Learner, foster youth and students with disabilities</p>	<p>All Las Plumas Oroville Prospect CDS</p>		<p>Student engagement in arts and music to increase by 10% per year</p>	<p>Student engagement in arts and music to increase by 15% per year</p>	<p>Student engagement in arts and music to increase by 15% per year</p>	<p>B 2 Other Student Outcomes</p> <p>B 1 – Pupil Achievement</p> <p>C 1– Pupil Engagement</p>
	<p>Create recognition assemblies and engage the community to create recognition grants and scholarships</p>						<p>Increase site allocations for CTE and art classes by 20%</p> <p>Increase mileage allocations for student activities</p>	
<p>Need: Increase Parent participation and engagement</p> <p>Metric: Attendance sheets from parent meetings</p>	<p>Goal 5.3: Build Parent and Community Involvement:</p> <p>Raise participation at ELAC/DELAC/ PTSA and district level advisory meetings</p>	<p>All students including low income, English Learner, foster youth and students with</p>	<p>All Las Plumas Oroville Prospect CDS</p>		<p>Increase parent engagement at each event by 15% and translate in Spanish</p>	<p>Increase parent engagement at each event by an additional 15%</p>	<p>Increase parent engagement at each event by an additional 15%</p>	<p>C 1 Parent Involvement</p> <p>C3 School Climate</p>
	<p>Increase new types of communication (with</p>						<p>Increase communication</p>	

Parent workshops DELAC/ELAC attendance Booster clubs PTSA and other district parent group attendance and participation data	translation) to reach all parents	disabilities			opportunities by 50% over last year	15% more times than previous year	by 15% more times than previous year	
	Post student grades and assignments on parent portal every 6 weeks Provide parents education workshops				Provide training to teachers on how to post assignments on the OUHSD website.	Increase staff posting on website and use of AERIES to post assignments by 30%	Increase staff posting on website and use of AERIES to post assignments by an additional 30%	
Need: Increase cohort graduation rates and reduce drop out rates Metric: Cohort graduation rates Dropout rates D/F remediation grades CAHSEE pass rates	Goal 5.4: Successful graduation for all: Provide 4 year college planning to support student access to courses and passing CAHSEE, especially for LTEL and Foster Youth and Low Income students	All students including low income, English Learner, foster youth and students with disabilities	Las Plumas Oroville Prospect CDS OAE		Increase cohort graduation rates by 5%	Increase cohort graduation rates by additional 5%	Increase cohort graduation rates by additional 5%	C 2 Pupil Engagement
	Develop a plan to retain and graduate 5 th year Seniors; provide D/F remediation during the semester, provide GED option				Reduce drop out by 5% each year	Reduce drop out by additional 2% each year	Reduce dropout by additional 3% each year	
	Offer options for remediation and intervention through Summer School, Adult School and Alternative Education Options				Increase students in remediation options by 5%	Increase students in remediation options by additional 10%	Increase students in remediation options by additional 10%	

	Alternative School programs and support structures for at-risk students including foster students and incoming 8 th grade				At risk students stay in school – decrease dropout rates by 5%	At risk students stay in school – decrease dropout rates by additional 2%	At risk students stay in school – decrease dropout rates by additional 3%	
<p>Need: Increase attendance rates and lower truancy rates</p> <p>Metric: Truancy rates SARB meetings Parent conference</p>	<p>Goal 5.5: Student involvement and Attendance in school:</p> <p>Develop a plan for positive attendance to support student and family- especially Foster Youth Provide counseling support; Continue with SAART and SARB Continue Saturday School for attendance Continue to recognize perfect attendance; Support truancy tracking Home to School Transportation</p>	All students including low income, English Learner, foster youth and students with disabilities	All Las Plumas Oroville Prospect CDS OAE		Reduce truancy by 5% Increase attendance rate by 1% over previous year	Reduce truancy by 5% Increase attendance rate by 1% over previous year	Reduce truancy by 5% Increase attendance rate by 1% over previous year	C 3 School Climate
<p>Need: Increase site safety procedures</p>	<p>Goal 5.6: Safe School:</p> <p>Review and revisit Safety Committee recommendations to</p>	All students including low income, English	All Las Plumas Oroville		Increase funds for each site and standardize safety need expenses for resources	Increase funds for each site and standardize safety need expenses for resources	Increase funds for each site and standardize safety need expenses for resources	C3 School Climate

Metric: Student discipline and behavior data; PD data; Student, teacher and parent surveys	assist with school safety needs	Learner, foster youth and students with disabilities	Prospect CDS					
	Provide student leadership activities that support create peer mediation and conflict resolution				Increase identified student leaders across the district by 10%	Increase additional student participation by 10%	Increase additional student participation by 10%	
	Train teachers and Para-Educators on positive intervention and strategies for de-escalation of trouble				Certificated and classified trainings as identified 20% trained	Additional 20% Certificated and classified trained	Additional 20% Certificated and classified trained	
Need: Families feeling welcomed and a true partner for success of their students Metric: Family contact logs, surveys, attendance logs to events, and California Healthy Kids Survey, community surveys	Goal 5.7: Community Connection: Raise the percentage of families and community members participating in school and district activities Identify a communication tool to support weekly updates on activities and student performance	All students including low income, English Learner, foster youth and students with disabilities	All Las Plumas Oroville Prospect CDS		Connectedness and accessing school resources and activities will increase by 20%	Connectedness and accessing school resources and activities will increase by 30%	Connectedness and accessing school resources and activities will increase by 30%	C3. School Climate

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 2015-16	Year 3: 2016-17
LCAP Focus Goal 1: Ensure that all students have access to quality standard-based instruction and curriculum to support college and career readiness, including intervention that addresses needs of diverse learners							
<u>Goal 1.1: Facilities and Infrastructure Update</u> Fix, repair and update facilities Develop improvement plan by identifying areas and creating a list	A1 Basic	Computer and network equipment maintenance and replacement, Office – replace old copier, scanners, computers needed for SBAC.	LEA Las Plumas Oroville Prospect CDS OAE		SBAC computers and support technology in the classrooms \$263,000 Lottery	SBAC computers and support technology in the classrooms \$ 263,000 Lottery	SBAC computers and support technology in the classrooms \$ 263,000 Lottery
		Solar, lighting retrofits and HVAC replacements, lights for baseball/softball			Based on needs assessment per site \$225,000 LCFF	Based on needs assessment per site \$150,000 LCFF	Based on needs assessment per site \$150,000 LCFF

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 2015-16	Year 3: 2016-17
		fields, bleachers, cameras in the student parking lot, sports fields and parameter fencing Transportation - purchase vehicles/buses for transporting small groups to meetings and sport			Determined by cost analysis and needs survey. Approximately \$ 133,000 (5 vans) LCFF	Determined by cost analysis and needs survey Approximately \$200,000 (vehicles) LCFF	Determined by cost analysis and needs survey. Approximately \$200,000 (vehicles) LCFF
Goal 1.2: Professional Development Provide ongoing professional development for teachers, classified staff &	A 1. Basic B 1. Pupil Achievement	Common core training through grade level collaboration Common core training on core alignment for ELD & Special Education	LEA Las Plumas Oroville Prospect CDS		Teacher extra pay or substitutes for release time \$ 40,000 Common Core Teacher time	Teacher extra pay or substitutes for release time. \$ 40,000 Title II Teacher time	Teacher extra pay or substitutes for release time. \$ 40,000 Title II Teacher time

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 2015-16	Year 3: 2016-17
administrators		teachers and para educators	OAE		\$10,000 Common Core	\$10,000 Title II	\$10,000 Title II
		Technology in learning and teaching					
		Develop formative and summative assessments Dennis King consultant Train AP teachers			\$104,000 (Title I)	\$104,000 (Title I)	\$104,000 (Title I)
					Train every alternate year \$5000.00 Title II	Train every alternate year \$5000.00 Title II	
Goal 1.3: <u>Instructional and Library materials:</u> Increase access to CCSS Core materials for all including EL, Foster Youth, Special Ed and FRL students	A 2 Implementation of State Standards	Develop a plan for CCSS book adoption and supplemental materials for all classrooms Discovery Education training and software for social science and science	LEA Las Plumas Oroville Prospect CDS		Adoption timeline Supplemental materials: \$ 10,000 Common Core Education Software \$10,000 Common Core Research	Math adoption \$60,000 Science adoption \$60,000 Lottery Education Software \$7,000 LCFF Research	ELA adoption \$ 60,000 Lottery Education Software \$7,000 LCFF Research

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 2015-16	Year 3: 2016-17
Increase Library Services		Research materials and reading materials needed to complete class assignments. . Maintain Library staff			materials \$5000 LCFF Library staff \$100,000 LCFF/S&C	Materials \$5000 LCFF Library staff \$100,000 LCFF/S&C	Materials \$5000 LCFF Library staff \$100,000 LCFF/S&C
LCAP Focus Goal 2: Increase student access core and elective courses that support challenging and college ready curriculum for all students							
<u>Goal 2.1: Student Equity and Access:</u> Increase access for all students to rigorous and college and career ready curriculum	A 3 Course Access C 2 Pupil Engagement	Increase the number of elective course offerings Maintain CTE courses and pathways at each school CTE certified and technology skills	LEA Las Plumas Oroville Prospect CDS		Review elective course offerings and revise as needed based on student need. Maintain CTE courses and Pathways \$858,000 LCFF Training courses for CTE teachers	Review elective course offerings and revise as needed based on student need. Maintain CTE courses and Pathways \$858,000 LCFF Training courses for CTE teachers	Review elective course offerings and revise as needed based on student need. Maintain CTE courses and Pathways \$858,000 LCFF Training courses for CTE teachers

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 2015-16	Year 3: 2016-17
		Academic Counseling			\$ 4000.00 Title II \$786,000 LCFF/S&C	\$ 4000.00 Title II \$786,000 LCFF/S&C	\$ 4000.00 Title II \$786,000 LCFF/S&C
<u>Goal 3.1:</u> <u>Increase student success through alternative means of discipline</u>	A 4 Expelled Students C 2 Pupil Engagement C 3 School Climate	Reduce expulsions and provide transitional services for students returning Alternatives to out of school suspension (ISS)	LEA Las Plumas Oroville Prospect CDS		Counseling and transition support \$76,000 LCFF	Counseling and transition \$76,000 LCFF	Counseling and transition \$76,000 LCFF
<u>Goal 3.2:</u> <u>Raise school access and support for Foster students and reducing the achievement gap</u>	C 2 Pupil Engagement C 3 School Climate	District develops the infrastructure to support transition for Foster Youth Training for	LEA Las Plumas Oroville Prospect		Training for counselors on foster youth success protocols \$4000.00 (Title II)	Training for counselors on foster youth success protocols \$4000.00 (Title II)	Training for counselors on foster youth success protocols \$4000.00 (Title II)

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 2015-16	Year 3: 2016-17
		counselors and admissions staff on polices	CDS				
<u>Goal 3.3: Raise access and support for EL students and close the achievement gap</u>	C 2 Pupil Engagement C 3 School Climate	Hire coach to monitor EL CAHSEE pass rates, graduation status and reclassification rates. Support periods at each school with ELD and ELD Reading Courses	LEA Las Plumas Oroville Prospect CDS		EL Coach for all district schools \$36,000 LCFF/S&C Staff for ELD courses \$223,000 LCFF/S&C	EL Coach for all district schools \$36,000 LCFF/S&C Staff for ELD courses \$223,000 LCFF/S&C	EL Coach for all district schools \$36,000 LCFF/S&C Staff for ELD courses \$223,000 LCFF/S&C

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2015-16	Year 3: 2016-17
<u>Goal 3.4:</u> <u>Raise access and support for Special Education students and reduce the achievement gap</u>	Pupil Outcomes	<p>Train teachers and aides in special education support in district established SST process to ensure equity</p> <p>Resource teachers to push into general education</p> <p>Tutorial Support for D/F grades & CAHSEE</p>	<p>LEA</p> <p>Las Plumas</p> <p>Oroville</p> <p>Prospect</p> <p>CDS</p> <p>OAE</p>		<p>PD for special education teachers and Para-Educators</p> <p>\$5,000 Title II</p> <p>Resource teachers costs \$359,000 SPED</p> <p>Tutoring support \$65,000 LCFF</p>	<p>PD for special education teachers and Para-Educators</p> <p>\$5,000 Title II</p> <p>Resource teachers costs \$359,000 SPED</p> <p>Tutoring support \$65,000 LCFF</p>	<p>PD for special education teachers and Para-Educators</p> <p>\$5,000 Title II</p> <p>Resource Teacher costs \$359,000 SPED</p> <p>Tutoring support \$65,000 LCFF</p>

LCAP Focus Goal 4: Raise 4-year college access and preparation for all students through planned activities to support a college-going culture							
<p>Goal 4.1 Raise 4 year College access:</p> <p>Increase the number of college ready students for all including Low-Income, EL, Special Ed and Foster Youth</p>	<p>B 1 Pupil Achievement</p> <p>B2 Other Pupil outcomes</p>	<p>Activities to prepare for AP tests and college preparation with essays etc.</p> <p>College Connection program</p> <p>College/Career software</p>	<p>LEA Las Plumas Oroville Prospect CDS</p>		<p>College preparation activities</p> <p>Comprehensive high school \$5000.00 per school</p> <p>\$2,000 per continuation school LCFF</p> <p>College Connection \$114,000 LCFF/S&C</p> <p>\$12,000 LCFF/S&C</p>	<p>College preparation activities</p> <p>Comprehensive high school \$5000.00 per school</p> <p>\$2,000 per continuation school LCFF</p> <p>College Connection \$114,000 LCFF/S&C</p> <p>\$12,000 LCFF/S&C</p>	<p>College preparation activities</p> <p>Comprehensive high school \$5000.00 per school</p> <p>\$2,000 per continuation school LCFF</p> <p>College Connection \$114,000 LCFF/S&C</p> <p>\$12,000 LCFF/S&C</p>
<p>Goal 4.2: Raise college and career readiness:</p> <p>All students prepared for college & career</p>	<p>B 1 Pupil Achievement</p> <p>B2 Other Pupil outcomes</p>	<p>CTE courses & certification options, teacher training</p>	<p>Las Plumas Oroville Prospect CDS</p>		<p>CTE courses, career planning and teacher training</p> <p>\$1.644 million LCFF</p>	<p>CTE courses, career planning and teacher training</p> <p>\$1.644 million LCFF</p>	<p>CTE courses, career planning and teacher training</p> <p>\$1.644 million LCFF</p>

LCAP Focus Goal 5: Create a healthy and engaging environment for students and parents							
<p>Goal 5.1: Healthy Students:</p> <p>Offer nutritional and healthy lifestyles focus, including hygiene, good eating habits, PE, sports and other awareness across the school year</p>	<p>B2 Other Pupil outcomes</p>	<p>Inform parents and students on nutritional facts And Provide healthy snacks</p> <p>Provide sports options</p> <p>School about positive behavior</p> <p>Provide nursing services consultation</p>	<p>LEA Las Plumas Oroville Prospect CDS</p>		<p>Nutritional services No funding needed</p> <p>Sports options \$383,000 LCFF/Lottery</p> <p>Consultant for Assemblies Kevin Bracy- \$7,200 LCFF/S&C</p> <p>\$20,000 LCFF/S&C</p>	<p>Nutritional services No funding needed</p> <p>Sports options \$383,000 LCFF/Lottery</p> <p>Consultant for Assemblies Kevin Bracy-or other similar speaker \$7,200 LCFF/S&C</p> <p>\$20,000 LCFF/S&C</p>	<p>Nutritional services No funding needed</p> <p>Sports options \$383,000 LCFF/Lottery</p> <p>Consultant for Assemblies Kevin Bracy-or other similar speaker \$7,200 LCFF/S&C</p> <p>\$20,000 LCFF/S&C</p>
<p>Goal 5.2: Academic, Social, emotional Success for all students:</p> <p>Increases co-curricular options</p> <p>Mental health services, including counseling</p>	<p>B 2 Other Student Outcomes</p> <p>Priority 4 – Pupil Achievement</p> <p>C 1– Pupil Engagement</p>	<p>Increase section allocations to each school for CTE, art, band, drama and music</p> <p>Review and revise funding for CTE, VAPA, and student travel for</p>	<p>LEA Las Plumas Oroville Prospect CDS</p>		<p>Increase elective sections</p> <p>\$700 for CTE sections and \$500 for art, band and drama sections. LCFF/S&C</p>	<p>Increase elective sections</p> <p>\$700 for CTE sections and \$500 for art, band and drama sections. LCFF/S&C</p>	<p>Increase elective sections</p> <p>\$700 for CTE sections and \$500 for art, band and drama sections. LCFF/S&C</p>

		athletics and co-curricular activities as appropriate Ag vehicle gas and repairs			Student travel for athletics, Ag, Band, etc \$30,000 LCFF S&C / Lottery \$5,000 LCFF/S&C	Student travel for athletics, Ag, Band, etc \$30,000 LCFF S&C / Lottery \$5,000 LCFF/S&C	Student travel for athletics, Ag, Band, etc \$30,000 LCFF S&C / Lottery \$5,000 LCFF/S&C
		Increase School Psychologist time to address counseling			Psychologist services \$216,000 SPED/Medi-CAL	Psychologist services \$216,000 SPED/Medi-CAL	Psychologist services \$216,000 SPED/Medi-CAL
<p><u>Goal 5.3:</u> <u>Build Parent and community Involvement:</u></p> <p>Raise participation at ELAC/DELAC, Special Ed Advisory, Foster Youth service providers and Parent Advisory Committees through Communication, Workshops and trainings</p>	<p>C 1 Parent Involvement</p> <p>C3 School Climate</p>	Create multiple opportunities, with daycare and simple meals to engage parents both in and out of the school	LEA Las Plumas Oroville Prospect CDS		Babysitting and meal costs to engage more parents \$2,000 Title I	Babysitting and meal costs to engage more parents \$2,000 Title I	Babysitting and meal costs to engage more parents \$2,000 Title I
		Design monthly newsletter	LEA Las Plumas		Communication \$2000 Title I	Communication \$2000 Title I	Communication \$2000 Title I
		Use auto dialer for parent communication	Oroville Prospect		Auto dialer updates \$10,000 LCFF	Auto dialer updates \$10,000 LCFF	Auto dialer updates \$10,000 LCFF
		Use mobile app to communicate	CDS		Pay for creating mobile updates \$800.00 Lottery	Pay for creating mobile updates \$800.00 Lottery	Pay for creating mobile updates \$800.00 Lottery

		<p>Create teacher websites for communication</p> <p>Identify a PR plan to start developing criteria to generate press and celebrations</p>			<p>Teacher website training \$2,300 Lottery</p> <p>\$500 LCFF</p>	<p>Teacher website training \$2,300 Lottery</p> <p>\$1,000 LCFF</p>	<p>Teacher website training \$2,300 Lottery</p> <p>\$2,000 LCFF</p>
<p>Goal 5.4: Successful graduation for all:</p> <p>Provide 4 year planning to support student access to courses and passing for all including SED, EL, Special Ed and Foster Youth</p> <p>Develop a plan to retain and graduate 5th year Seniors; reduce dropout rate for Foster Youth , EL and Low Income students</p>	<p>C 2</p> <p>Pupil Engagement</p>	<p>Counseling training on a-g college access</p> <p>College search and match tool</p> <p>College Connection program</p> <p>FAFSA, etc. Student & Parent workshops</p>	<p>LEA</p> <p>Las Plumas</p> <p>Oroville</p> <p>Prospect</p> <p>CDS</p> <p>OAE</p>		<p>Counselor Training \$1,500.00 LCFF</p> <p>Staff for CAHSEE and D/F Remediation \$245,000 Title I</p> <p>College Connections \$114,000 LCFF/S&C</p> <p>Remediation and college workshops \$85,000 LCFF</p>	<p>Counselor Training \$1,500.00 LCFF</p> <p>Staff for CAHSEE and D/F Remediation \$245,000 Title I</p> <p>College Connections \$114,000 LCFF /S&C</p> <p>Remediation and college workshops \$85,000 LCFF</p>	<p>Counselor Training \$1,500.00 LCFF</p> <p>Staff for CAHSEE and D/F Remediation \$245,000 Title I</p> <p>College Connections \$114,000 LCFF /S&C</p> <p>Remediation and college workshops \$85,000 LCFF</p>

		Provide CAHSEE & D/F remediation, credit recovery and GED at adult education, summer school and after school	Las Plumas Oroville Prospect CDS OAE		Intervention classes \$82,000 LCFF	Intervention Classes \$82,000 LCFF	Intervention classes \$82,000 LCFF
		Review summer school options and look to increase opportunities for students	LEA Las Plumas Oroville Prospect CDS OAE		Additional summer school options \$4000.00 LCFF	Additional summer school options \$4000.00 LCFF	Additional Summer school options \$4000.00 LCFF
		After school counseling and tutoring Use MAP assessment program as a universal screener and administer to all incoming 9th graders to assess high school readiness	LEA Las Plumas Oroville Prospect CDS OAE		After school tutoring services \$1000.00 LCFF /S&C MAP Assessment program \$6,300 LCFF/S&C	After school tutoring \$1000.00 LCFF/S&C MAP assessment program \$6,300 LCFF/S&C	After school tutoring \$1000.00 LCFF/S&C MAP Assessment program \$6,300 LCFF/S&C

		in math, reading and writing					
Goal 5.5: Student involvement and Attendance in school: Increase positive attendance	C 3 School Climate	Create incentives for positive attendance	LEA Las Plumas		Positive attendance incentives \$3,000 LCFF/S&C	Positive attendance incentives \$3,000 LCFF/S&C	Positive attendance incentives \$3,000 LCFF/S&C
		Create options for counseling of students and parents, including home visits	Oroville Prospect CDS		Student Achievement and Attendance Review Team (SAART) \$2000 LCFF/S&C	Student Achievement and Attendance Review Team (SAART) \$2000 LCFF/S&C	Student Achievement and Attendance Review Team (SAART) \$2000 LCFF/S&C
		Provide transportation services to students Maintain Saturday School	LEA Las Plumas Oroville Prospect CDS		Transportation Services \$ 766,000 LCFF/S&C Saturday School \$8,000 LCFF/S&C	Transportation Services \$766,000 LCFF/S&C Saturday School \$8,000 LCFF/S&C	Transportation Services \$766,000 LCFF/S&C Saturday School \$8,000 LCFF/S&C
Goal 5.6: Safe Schools: Reduce the number of out of school suspensions	C3 School Climate	Implement a district level In- School Suspension program Introduce student leadership activities such as	LEA Las Plumas Oroville Prospect CDS		In school suspension Program \$76,000 LCFF/S&C	In school suspension Program \$76,000 LCFF/S&C	In school suspension Program \$76,000 LCFF/S&C

<p>Review and revisit Safety Committee recommendation, and school discipline processes to assist with school safety needs</p>		<p>peer conflict mediation</p> <p>SRO's and campus supervisors at both comprehensive sites and continuation high school</p>			<p>Safety Needs</p> <p>\$2,500 per comprehensive school and \$2,000 per continuation LCFFS&C</p> <p>SRO costs \$102,000 LCFF/S&C</p> <p>Campus Supervisors \$191,000 LCFF/S&C</p>	<p>Safety Needs \$2,500 per comprehensive school and \$2,000 per continuation LCFF/S&C</p> <p>SRO Costs \$102,000 LCFF/S&C</p> <p>Campus Supervisors \$191,000 LCFF/S&C</p>	<p>Safety Needs \$2,500 per comprehensive school and \$2,000 per continuation LCFF/S&C</p> <p>SRO Costs \$102,000 LCFF/LCFF</p> <p>Campus Supervisors \$191,000 LCFF/S&C</p>
<p><u>Goal 5.7: Community Connection:</u></p> <p>Raise the percentage of families and community members- local businesses, JC, - participating in school and district activities</p>	<p>C3 School Climate</p>	<p>Raise family involvement</p> <p>Raise articulation activities with local junior colleges</p> <p>Raise community business partnerships</p>	<p>LEA</p> <p>Las Plumas</p> <p>Oroville</p> <p>Prospect</p> <p>CDS</p> <p>OAE</p>		<p>These are part of the counseling and PR activities;</p>	<p>These are part of the counseling and PR activities</p>	<p>These are part of the counseling and PR activities</p>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
LCAP Focus Goal 1: Ensure that all students have access to quality standard-based instruction and curriculum to support college and career readiness, including intervention that addresses needs of diverse learners							
Goal 1.2 Professional development for teachers	A1 Basic –	Teachers receive training on SDAIE strategies	LEA Las Plumas		Teacher training for Special Ed and EL \$40,000 Common Core	Teacher training for Special Ed and EL \$40,000 Title II	Teacher training for Special Ed and EL \$40,000 Title II
	B1 Pupil Achievement	Teachers and aides receive Special Ed training	Oroville Prospect CDS OAE				
Goal 1.3 CCSS aligned materials that	A 2 Implementation of State	Align ELD curriculum to ELA			ELD curriculum \$104,000 Title I	ELD curriculum \$104,000 Title I	ELD curriculum \$104,000 Title I

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>support ELD standards</p> <p>Maintain Library Staff and increase library services</p>	Standards	Provide research based instructional materials for LTELs			<p>Supplemental materials \$40,000 Common Core</p> <p>\$100,000 LCFF/S&C</p>	<p>Supplemental materials \$40,000 Common Core</p> <p>\$100,000 LCFF/S&C</p>	<p>Supplemental materials \$40,000 Common Core</p> <p>\$100,000 LCFF/S&C</p>
LCAP Focus Goal 2: Increase student access core and elective courses that support challenging and college ready curriculum for all students							
<p>Goal 2.1: Student Equity and Access</p> <p>Increase access for all students to rigorous and college and career ready curriculum</p>	<p>A 3 Course Access</p> <p>C 2 Pupil Engagement</p>	<p>For Low Income Students: Provide access to CTE courses at each school</p> <p>For English Learners Provide access to CTE courses</p>	<p>LEA</p> <p>Las Plumas</p> <p>Oroville</p> <p>Prospect</p> <p>CDS</p> <p>OAE</p>		<p>CTE courses \$858,000 LCFF</p> <p>Academic Counseling \$786,000 LCFF/S&C</p>	<p>CTE courses \$858,000 LCFF</p> <p>Academic Counseling \$786,000 LCFF/S&C</p>	<p>CTE courses \$858,000 LCFF</p> <p>Academic Counseling \$786,000 LCFF/S&C</p>

LCAP Focus Goal 3: Ensure that all schools have a safe and welcoming climate that supports student diverse needs and their families and leads to students coming to class ready to learn.							
Goal 3.2: Raise school access and support for Foster students	C 2 Pupil Engagement C 3 School Climate	For Foster Youth: Provide Life skills class after school	LEA Las Plumas Oroville Prospect CDS OAE		Life skills classes after school \$4000.00 Title II	Life skills classes after school \$4000.00 Title II	Life skills classes after school \$4000.00 Title II
Goal 3.3: Raise access and support for EL students:	C 2 Pupil Engagement C 3 School Climate	For English Learners to raise their reclassification and graduation rates.	LEA Las Plumas Oroville Prospect CDS OAE		District-wide EL Coach \$36,000 LCFF/S&C Staff for ELD Courses \$223,000LCFF/S&C	District-wide EL Coach \$36,000 LCFF/S&C Staff for ELD Courses \$223,000LCFF/S&C	District-wide EL Coach \$36,000 LCFF/S&C Staff for ELD Courses \$223,000LCFF/S&C

LCAP Focus Goal 4: Raise 4-year college access and preparation for all students through planned activities to support a college-going culture							
<p>Goal 4.1: <u>Raise 4 year college access:</u></p> <p>Increase the number of college ready students for all including Low-Income, EL, Special Ed and Foster Youth</p>	<p>B 1 Pupil Achievement</p> <p>B2 Other Pupil outcomes</p>	<p>All students, including Foster Youth, English Learners and Low Income Students will have access to services which will assist them in entering a college or university immediately after graduation from high school.</p>	<p>Las Plumas Oroville Prospect CDS OAE</p>		<p>College and career counseling \$12,000 LCFF/S&C</p> <p>College Connection \$114,000 LCFF/S&C</p>	<p>College and career counseling \$12,000 LCFF/S&C</p> <p>College Connection \$114,000 LCFF/S&C</p>	<p>College and career counseling \$12,000 LCFF/S&C</p> <p>College Connection \$114,000 LCFF/S&C</p>
<p>Goal 4.2: <u>Raise college and career readiness:</u></p> <p>All students prepared for college & career</p>	<p>B 1 Pupil Achievement</p> <p>B2 Other Pupil outcomes</p>	<p>All students, including Foster Youth, English Learners and Low Income Students will have access to services which will assist them in entering a</p>	<p>Las Plumas Oroville Prospect CDS OAE</p>		<p>Academic Counseling \$786,000 LCFF/S&C</p>	<p>Academic Counseling \$786,000 LCFF/S&C</p>	<p>Academic Counseling \$786,000 LCFF/S&C</p>

		college or university immediately after graduation from high school.					
LCAP Focus Goal 5: Create a healthy and engaging environment for students and parents							
Goal 5.1: Healthy Students: Offer nutritional and healthy lifestyles focus, including hygiene, good eating habits, PE, sports and other awareness across the school year	B2 Other Pupil outcomes	Inform parents and students on nutritional facts And Provide healthy snacks Provide sports options School about positive behavior Provide nursing services consultation	LEA Las Plumas Oroville Prospect CDS		Nutritional services No funding needed Sports options \$383,000 LCFF/Lottery Consultant for Assemblies Kevin Bracy- \$7,200 LCFF/S&C \$20,000 LCFF/S&C	Nutritional services No funding needed Sports options \$383,000 LCFF/Lottery Consultant for Assemblies Kevin Bracy-or other similar speaker \$7,200 LCFF/S&C \$20,000 LCFF/S&C	Nutritional services No funding needed Sports options \$383,000 LCFF/Lottery Consultant for Assemblies Kevin Bracy-or other similar speaker \$7,200 LCFF/S&C \$20,000 LCFF/S&C

<p><u>Goal 5.2:</u> <u>Academic, Social, emotional Success for all students:</u></p> <p>Mental health services including counseling</p> <p>Increases co-curricular options</p>	<p>B 2 Other Student Outcomes</p> <p>Priority 4 – Pupil Achievement</p> <p>C 1– Pupil Engagement</p>	<p>Foster Youth and Low Income</p> <p>Students, will have access to Psychologist and counseling</p>	<p>Las Plumas</p> <p>Oroville</p> <p>Prospect</p> <p>CDS</p> <p>OAE</p>		<p>Psychologist services</p> <p>\$216,000 SPED/Medi-CAL</p> <p>\$700 for CTE sections and \$500 for art, band and drama sections. LCFF/S&C</p> <p>Student travel for athletics, Ag, Band, etc \$30,000 LCFF S&C / Lottery</p> <p>Gas and maintenance for Ag Vehicles \$5,000 LCFF/S&C</p>	<p>Psychologist Services</p> <p>\$216,000 SPED/Medi-CAL</p> <p>\$700 for CTE sections and \$500 for art, band and drama sections. LCFF/S&C</p> <p>Student travel for athletics, Ag, Band, etc \$30,000 LCFF S&C / Lottery</p> <p>Gas and maintenance for Ag Vehicles \$5,000 LCFF/S&C</p>	<p>Psychologist Services</p> <p>\$216,000 SPED/Medi-CAL</p> <p>\$700 for CTE sections and \$500 for art, band and drama sections. LCFF/S&C</p> <p>Student travel for athletics, Ag, Band, etc \$30,000 LCFF S&C / Lottery</p> <p>Gas and maintenance for Ag Vehicles \$5,000 LCFF/S&C</p>
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<p><u>Goal 5.3: Build Parent and community Involvement</u></p> <p>Raise participation at ELAC/DELAC, Special Ed Advisory, Foster Youth service providers and Parent Advisory Committees through Communication, Workshops and trainings</p>	<p>C 1 Parent Involvement</p> <p>C3 School Climate</p>	<p>Provide services for parents and guardians of EL, Foster Youth, and Special Education students to support their child's Education</p>	<p>LEA Las Plumas Oroville Prospect CDS OAE</p>		<p>Workshops, trainings etc on college and graduation requirements</p> <p>\$19,100 Title I/LCFF/Lottery</p>	<p>Workshops, trainings etc on college and graduation requirements</p> <p>\$19,100 Title I/LCFF/Lottery</p>	<p>Workshops, trainings etc on college and graduation requirements</p> <p>\$19,100 Title I/LCFF/Lottery</p>
<p><u>Goal 5.4: Successful graduation for all:</u></p> <p>Provide 4 year planning to support student access to courses and passing for all including SED, EL, Special Ed and Foster Youth</p>	<p>C 2 Pupil Engagement</p>	<p>For Foster Youth, English Learners students:</p> <p>Provide CAHSEE and D/F remediation during the day, after school and summer</p>	<p>LEA Las Plumas Oroville Prospect CDS OAE</p>		<p>Teacher for CAHSEE and D/F remediation options</p> <p>\$85,000 LCFF</p> <p>MAP</p>	<p>Teacher for CAHSEE and D/F remediation options</p> <p>\$85,000 LCFF</p> <p>MAP</p>	<p>Teacher for CAHSEE and D/F remediation options</p> <p>\$85,000 LCFF</p> <p>MAP Assessment \$6,300 LCFF/S&C</p>

<p>Develop a plan to retain and graduate 5th year Seniors; reduce dropout rate for Foster Youth , EL and Low Income students</p>		<p>Universal Screener in math and ELA</p>			<p>Assessment \$6,300 LCFF/S&C</p>	<p>Assessment \$6,300 LCFF/S&C</p>	
		<p>For Foster Youth, Low Income, and English Learners, provide after school tutoring</p>			<p>Provide after school classes to support credit recovery and grade remediation \$82,000 LCFF/S&C \$1,000 Tutoring LCFF/S&C</p>	<p>Provide summer and after school classes to support credit recovery and grade remediation \$82,000 LCFF/S&C \$1,000 Tutoring LCFF/S&C</p>	<p>Provide summer and after school classes to support credit recovery and grade remediation \$82,000 LCFF/S&C \$1,000 Tutoring LCFF/S&C</p>

	C 2 Pupil Engagement	For English Learners, Foster Youth and Low Income students, provide support through summer school	LEA Las Plumas Oroville Prospect CDS OAE		Intervention courses will include both original credit and remediation \$257,800 LCFF / Title I Summer School for credit recovery \$4,000 LCFF	Intervention courses will include both original credit and remediation \$257,800 LCFF / Title I Summer School for credit recovery \$4,000 LCFF	Intervention courses will include both original credit and remediation \$257,800 LCFF / Title I Summer School for credit recovery \$4,000 LCFF
		For Foster Youth, English Learners and Low Income Students, provide programs for adult education	Las Plumas Oroville Prospect CDS OAE		Adult school options for credit recovery \$82,000 LCFF	Adult school options for credit recovery \$ 82,000 LCFF	Adult school options for credit recovery \$82,000 LCFF
Goal 5.5: <u>Student involvement and attendance</u> Increase positive attendance	C 3 School Climate	Attendance incentives for Foster Youth, Low Income and English Learners Saturday School for	Las Plumas Oroville Prospect CDS OAE		Attendance incentives \$3,000 LCFF/S&C Saturday School \$8,000 LCFF/S&C	Attendance incentives \$3,000 LCFF/S&C Saturday School \$8,000 LCFF/S&C	Attendance incentives \$3,000 LCFF/S&C Saturday School \$8,000 LCFF/S&C

		attendance and homework Provide Home to School Transportation Student Achievement and Attendance Team (SAART) Meetings			Transportation \$766,000 LCFF/S&C SAART \$2,000 LCFF/S&C	Transportation \$766,000 LCFF/S&C SAART \$2,000 LCFF/S&C	Transportation \$766,000 LCFF/S&C SAART \$2,000 LCFF/S&C
Goal 5.6: Safe Schools: Reduce the number of out of school suspensions Review and revisit Safety Committee recommendation, and school discipline processes to assist with school safety needs	C3 School Climate	Implement a district level In- School Suspension program Introduce student leadership activities such as peer conflict mediation SRO's and	LEA Las Plumas Oroville Prospect CDS		In school suspension Program \$76,000 LCFF/S&C Safety Needs \$2,500 per comprehensive school and \$2,000 per continuation LCFFS&C SRO costs	In school suspension Program \$76,000 LCFF/S&C Safety Needs \$2,500 per comprehensive school and \$2,000 per continuation LCFFS&C SRO costs	In school suspension Program \$76,000 LCFF/S&C Safety Needs \$2,500 per comprehensive school and \$2,000 per continuation LCFFS&C SRO costs

		campus supervisors at both comprehensive sites and continuation high school			\$102,000 LCFF/S&C Campus Supervisors \$191,000 LCFF/S&C	\$102,000 LCFF/S&C Campus Supervisors \$191,000 LCFF/S&C	\$102,000 LCFF/S&C Campus Supervisors \$191,000 LCFF/S&C
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- 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.)

Oroville Union High School District is estimating supplemental and concentration funding for the 2014-2015 school year to be \$1,631,985. The District has taken the input gathered from students, staff, and community and parent stakeholders to develop a plan that serves the needs of all students at all of the schools. These funds are calculated based on the number of English learners, students identified as low income, and foster youth. Currently, 1,729 of the OUHSD student population is receiving Free and Reduced meals. The other significant student groups are English Learners (152) and Foster Youth (61). The unduplicated FRPM/EL/Foster Youth total for OUHSD is 1,750 students or 74% of the student population.

OUHSD will offer a variety of programs and supports specifically for English learners, low income students and foster youth. These include: an EL Coach to supervise reclassification and coaching teachers to support English Learners.. The district also offers services and programs that are aligned with LCAP goals that serve all students such as: intervention counseling, nursing services, home to school transportation, academic counseling, training and preparation of all teachers, additional college and career courses and college readiness services, and intervention and remediation options, mental health support, family engagement etc. Implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole but will also have a significant impact on the targeted subgroups.

The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (seventy percent or more), there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, OUHSD will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Local Control and Accountability Plan and addresses the needs of our district's English learners, low Income students and foster youth.

- 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 identified core services of the Oroville Union High School District are core instruction (math, English, Social Studies, Science). The stakeholders of the Oroville Union High School District believe that students deserve a robust educational program that is far more than the core instructional program and that includes the following elements: counseling, nursing services consultation, intervention courses in English and math, ELL supports, alternative education options, home to school transportation, transportation for co-curricular and extra-curricular activities, music education, arts education, career and technical education courses, athletics, clubs, access to technology during the school day, access to technology and the school libraries before and after school, In School Suspension program to reduce out-of-school suspensions, School Resource Officers, and adult education to provide credit recovery options for students, diploma alternatives for the community, ESL classes and computer classes.

	2014-15
Estimated Total LCFF Funding	\$19,502,243
Estimated Base Grant	\$17,866,018
Estimated Total of Supplemental Grant	\$1,636,225
Proportional increase or improvement in services for low income/English Learner/Foster Youth pupils as compared to the services provided to all pupils in that fiscal year	9.40%

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.