

§ 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
<p>Beginning in September 2013, OUSD implemented a range of engagement strategies to provide information and collect stakeholder feedback to inform the development of the LCAP. These strategies reached approximately 5,169 staff, parents, community, and students across 108 documented engagement sessions. These included a series of regional conferences, site based and district-wide information sessions, the administration of a survey, and the use of various communications channels and materials.</p> <p>Upon the release of the State regulations in January 2014, we convened our core youth and family engagement community partners, as the “LCAP Engagement Advisory Committee” to support our thinking and design of our LCAP engagement process. The community groups involved in our LCAP Engagement Advisory Committee that co-planned and co-facilitated participation include: Youth Together (YT), Black Organizing Project (BOP), Californians for Justice (CFJ), Oakland Community Organizations (OCO), Parent Leadership Action Network (PLAN), Oakland Kids First (OKF), Alternatives in Action, GO Public Schools (GO!), and Spanish Speaking Citizens’ Foundation (SSCF).</p> <p>We convened six sessions with lead staff and lead parents from our LCAP Engagement Advisory Committee to co-plan the regional LCAP Town Hall conferences, specifically, as well as to give input on the structure and agenda for the convening of the Ad Hoc LCAP Advisory, formed after our Town Hall engagement process. During our Engagement Advisory sessions, we debriefed each engagement and made adjustments along the way based on feedback to our regional LCAP Town Halls and Ad Hoc</p>	<p>Stakeholder feedback collected through regional conferences, focus groups, information sessions, meetings, and the LCAP survey included the following recurring themes. These themes are reflected in OUSD’s goals and progress indicators, actions, services, and investments.</p> <ul style="list-style-type: none"> · Differentiated support for all students · Relevant, engaging, and culturally responsive learning experiences for all students · Expanded programs and personnel to support student physical and social-emotional well-being · Expanded programs and personnel to support school safety · Effective teacher support, training, and evaluation · Systemic family engagement focused on student achievement and school improvement · Availability of technology and infrastructure to support technology-based learning · Availability of instructional materials, adequate facilities, and green spaces · Opportunities for schools to share best practices and lessons learned, and to co-create new strategies · College and career readiness access for all students; availability and access to information, resources, and classes to prepare students for college <p>Raw and aggregate data is available and attached in the appendix.</p> <p>Feedback themes not included in our 2014-15 plan, for future</p>

Involvement Process	Impact on LCAP
<p>LCAP Advisory meetings</p> <p>The following activities were used to provide information and gather stakeholder input on the LCAP:</p> <ul style="list-style-type: none"> ● Regional LCAP conferences with focus groups dedicated to target student populations (African American, English Language Learner, Foster Youth, Latino, Low-Income, Students with Disabilities) ● Special Education Strategic Planning Community Engagement ● English Learner Strategic Planning Community Engagement ● District Parent Conferences & Summits (Latino Parent Conference, District Advisory Council Parent Conference, African American Parent Conference, Common Core Parent Summit) ● School site information and feedback sessions for parents and community ● All City Council meetings and site based student feedback sessions ● Meaningful Student Engagement Collaborative meetings ● Meaningful Student Engagement retreats ● Community School Strategic Site Plan (CSSSP) mini-retreats ● All-Administrator meetings ● LCAP Engagement Advisory Committee meetings ● CSSSP Community Partners Engagement meetings ● Bargaining Unit meetings ● Board of Education meetings <p>The following tools were used to gather stakeholder input on the LCAP:</p> <ul style="list-style-type: none"> · LCAP survey · LCAP comments and suggestions page on OUSD website · Meeting notes and exit surveys · Focus group notes <p>The following communications channels and materials were used to provide information and gather stakeholder input on the LCAP:</p> <ul style="list-style-type: none"> ● Webpages on OUSD website dedicated to LCAP and LCFF 	<p>consideration and further understanding include:</p> <ul style="list-style-type: none"> · Increasing supports for additional target student groups outside of sphere of success: Pacific Islanders, Native American, Vietnamese, Cambodian, Laotian, teen parents, students with incarcerated parents, and LGBTQ students. <p>A summary presentation of our LCAP Engagement process and stakeholder feedback data was delivered to Board of Directors on April 17th, to inform LCAP priorities. In addition, an Ad Hoc LCAP Advisory, representative of stakeholder groups (parents and students of named LCAP target groups,, site staff, community, leadership, and collective bargaining) was formed and convened on April 29th, to gather input on emerging goals based on above stakeholder feedback summary data.</p> <p>Specifically, the following investment priorities reflect the feedback received from stakeholder engagement data, and feedback received from Board of Directors and Ad Hoc LCAP Advisory::</p> <p>A. Building a Professional Culture:</p> <p>A.1. Professional Learning Communities. Expand time and support for teacher driven planning, preparation, and professional collaboration focused on improving instructional quality aligned to the Common Core State Standards.</p> <p>A.2. Professional Observation and Feedback. Expand the implementation of the OUSD/OEA approved performance evaluation pilots in all schools</p> <p>A.3. Reliable Data. Establish and utilize a comprehensive Human Capitol data management system.Providing Extended Teaching and Learning Time with Effective Educators</p> <p>B. Developing Quality Schools in Every Neighborhood:</p> <p>B.1. For All schools</p>

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> ● Robo calls to promote regional LCAP conferences and LCAP survey ● Flyers and email blasts to promote regional LCAP conferences ● LCAP Board of Education presentation materials ● Superintendent letter to families and community describing LCAP and LCFF <p>We also provided training for parents to reach out to other parents to participate in our LCAP Conferences. Our own OUSD Parents Raising the BAR Ambassadors and Leaders, a diverse group of Latino (60%) and African American (40%) parents, representing parents of low-income, English Learners, and Students with Disabilities participated in the LCAP Conferences representing 20 Title 1 schools.</p> <p>For the high school LCAP Town Hall conference, All City Council student leaders and student leaders from Californians for Justice, Youth Together, and Oakland Kids First reached out to their peers to participate, to represent voices of foster youth, low income, English learners, and students with disabilities. Students who participated were primarily African American (60%), Latino (20%), and Southeast Asian/Pacific Islander students (20%).</p> <p>The following data summaries and information were shared on the OUSD website and at the regional LCAP conferences to promote informed recommendations and decision-making:</p> <ul style="list-style-type: none"> ● District Balanced Scorecard results ● District Balanced Scorecard LCAP community engagement feedback summary ● Data summaries outlining reading levels, A-G completion, graduation rates, enrollment, participation in linked learning, and rates of attendance, suspension, and dropout / push out for each target student group: <ul style="list-style-type: none"> ○ African American Student Data Snapshot ○ Latino Student Data Snapshot ○ English Language Learner Student Data Snapshot ○ Foster Youth Student Data Snapshot 	<p>Support all schools to develop, strengthen, and sustain three core practices:</p> <p style="padding-left: 40px;">B.1.1 implement leadership practices engage principals, teachers, support staff, parents, students, and service partners in a collaborative and universally accountable continuous school improvement process (assess, inquire, decide).</p> <p style="padding-left: 40px;">B.1.2 Implement teacher-driven planning, preparation, and collaboration times and processes focused on improving instructional quality.</p> <p style="padding-left: 40px;">B.1.3 Implement a comprehensive early-warning/tiered intervention system of supports to address attendance, social/emotional/physical, and academic needs.</p> <p><u>B.2. For All high School</u> Support all high schools to fully transition to a Linked Learning approach, an to have all students enrolled in high quality integrated college/career pathways.</p> <p><u>B.3. For All Tier III Schools</u> Support all Tier III schools fully and effectively implement their particular Tier III intervention strategy.</p>

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> ○ Students with Disabilities Data Snapshot ○ Low Income Student Data Snapshot ○ High School CELDT Data Snapshot ○ AP Course Enrollment ○ PSAT College Readiness Data Snapshot <p>The above data summaries are available and attached in the appendix.</p> <p>At each of the LCAP Town Hall conferences, workshop sessions were organized to inform the district’s Priorities and Goals within its Balanced Scorecard. These goals are reflected in the Section 2 Goals and Progress Indicators. The district Balanced Scorecard establishes both the goals and the target student groups to be reflected in the progress monitoring of those goals.</p> <p>The Balanced Scorecard workshop engagements were well attended with at least 30-40 attendees in each of four sessions, including:</p> <ul style="list-style-type: none"> • teachers • principals • school staff • parents, • students • community members <p>Participants were given the opportunity to inform priority goal areas, focal students groups, and conditions for learning. The events included Spanish and Vietnamese translation and were developed in collaboration with Oakland Community Organizations and Oakland Kids First, both community based organizations that support student, parent and family engagement.</p>	

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup

*of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 1: Increase College & Career Ready Graduates</p> <p>District data show the need to increase the share of students who are on-track to graduate high school, ready for the college or career of their choice.</p>	<p>Goal 1: Increase College & Career Ready Graduates</p> <p>Increase the 4-year cohort graduation rate by 2% for Class of 2014, by 3% for Class of 2015, and by 4% for Class of 2016.</p>	<p>All</p> <p>African American (AA)</p> <p>African American Males (AAM)</p> <p>Latino</p> <p>English Learners (EL)</p> <p>Special Education Students (SPED)</p>	<p>All High Schools</p>	<p>2013 Baseline:</p> <p>All: 66.8%</p> <p>AA: 57.1%</p> <p>AAM: 52.4%</p> <p>Latino: 59.1%</p> <p>EL: 49.3%</p> <p>SPED: 51.4%</p>	<p>Class of 2014 Cohort</p> <p>All: 68.8%</p> <p>AA: 59.1%</p> <p>AAMs: 54.4%</p> <p>Latino: 61.1%</p> <p>EL: 51.3%</p> <p>SPED: 53.4%</p>	<p>Class of 2015 Cohort</p> <p>All: 71.8%</p> <p>AA: 62.1%</p> <p>AAM: 57.4%</p> <p>Latino: 64.1%</p> <p>EL: 54.3%</p> <p>SPED: 56.4%</p>	<p>Class of 2016 Cohort</p> <p>All: 75.8%</p> <p>AA: 66.1%</p> <p>AAM: 61.4%</p> <p>Latino: 68.1%</p> <p>EL: 58.3%</p> <p>SPED: 60.4%</p>	<p>2. Implementation of Common Core State Standards</p> <p>4. Student Achievement</p> <p>5. Student Engagement</p> <p>7. Course Access</p> <p>8. Other Student Outcomes</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>* In 2012-13, only 2 out of 3 students is graduated in four years, and 1 out of 5 dropped out</p> <p>* Only 37% were completing a broad college-preparatory course of study</p> <p>* In 2012-13, only 44% of high school students participated in career academies with courses, internships and work-based experiences</p> <p>Measuring Progress: Graduation rate Dropout rate College preparatory</p>	<p>Reduce cohort dropout rate by 3% annually</p> <p>Increase proportion of graduates completing all college preparatory "A-G" courses with a grade of "C" or better by 2% for 2014 and 2015 graduates, and by 3% for 2016 graduates</p>	<p>All African American (AA) African American Males (AAM) Latino English Learners (EL) Special Education Students (SPED)</p> <p>All except pupils with moderate-to-severe disabilities</p> <p>All African American (AA) African American Males (AAM) Latino</p>	<p>All High Schools</p> <p>All High Schools except for continuation, newcomer, and alternative education schools</p>	<p>Baseline: Class of 2013 Cohort</p> <p>All: 21.1% AA: 23.7% AAM: 25.8% Latino: 25.1% EL: 32.6% SPED: 24.5%</p> <p>Baseline: 2013 "A-G" completion rate</p> <p>All: 43.3% AA: 27.7% AAM: 25.5% Latino: 41.6%</p>	<p>Class of 2014 Cohort</p> <p>All: 18.1% AA: 20.7% AAM: 22.8% Latino: 22.1% EL: 29.6% SPED: 21.5%</p> <p>Class of 2013-14</p> <p>All: 45.3% AA: 29.7% AAM: 27.5% Latino: 43.6%</p>	<p>Class of 2015 Cohort</p> <p>All: 15.1% AA: 17.7% AAM: 19.8% Latino: 19.1% EL: 26.6% SPED: 18.5%</p> <p>Class of 2014-15</p> <p>All: 47.3% AA: 31.7% AAM: 29.5% Latino: 45.6%</p>	<p>Class of 2016 Cohort</p> <p>All: 12.1% AA: 14.7% AAM: 16.8% Latino: 16.1% EL: 23.6% SPED: 15.5%</p> <p>Class of 2015-16</p> <p>All: 50.3% AA: 34.7% AAM: 32.5% Latino: 48.6%</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	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	
course completion Career pathway participation rate California High School Exit Exam	Increase student participation in career academies by 5% annually. Increase share of students who pass high school exit exam in grade 10 by 2% in 2014 and 2015, and by 3% in 2016	All African American (AA) African American Males (AAM) Latino English Learners (EL) Special Ed Students (SPED) Grade 10 Students All African American (AA) African American Males (AAM) Latino English Learners (EL) Special Ed Students (SPED)	All high schools All High Schools except for continuation, newcomer, and alternative education schools	Baseline: 2013-14 All: 41.2% AA: 31.3% AAM: 27.8% Latino: 42.5% EL: 36.2% SPED: 31.6% 2012-13 Baseline All: 50% AA: 37.6% AAM: 34.6% Latino: 45.1% EL: 17.6% SPED: 12.4%	All: 46.2% AA: 36.3% AAM: 32.8% Latino: 47.5% EL: 41.2% SPED: 36.6% 2013-14 All: 52% AA: 39.6% AAM: 36.6% Latino: 47.1% EL: 19.6% SPED: 14.4%	All: 51.2% AA: 41.3% AAM: 37.8% Latino: 52.5% EL: 46.2% SPED: 41.6% 2014-15 All: 54% AA: 41.6% AAM: 38.6% Latino: 49.1% EL: 21.6% SPED: 16.4%	All: 56.2% AA: 46.3% AAM: 42.8% Latino: 57.5% EL: 51.2% SPED: 46.6% 2015-16 All: 57% AA: 44.6% AAM: 41.6% Latino: 52.1% EL: 24.6% SPED: 19.4%	2. Implementation of Common Core State Standards 4. Student Achievement 5. Student Engagement 7. Course Access 8. Other Student Outcomes
Goal 2: Increase proficiency on state academic standards District tests based on new Common	Goal 2: Increase proficiency on state academic standards Increase the share of students who	All Students All significant	All Schools		Establish baseline for proficiency	Baseline +1% percentage points	Baseline +2% percentage points	1. Basic Services 2. Implementation of Common Core State Standards

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>Core State Standards show that many students are below proficiency</p> <p>Measuring Progress: Beginning in 2014-15, proficiency and growth will be measured by annual online state tests in English Language Arts and Math Data on standards-aligned instructional materials (Williams Act)</p>	<p>demonstrate proficiency in the new state standards</p> <p>Ensure that every classroom has instructional materials for every student aligned to state standards</p>	<p>subgroups of students</p> <p>All Students</p>	<p>All Schools</p>	<p>rates on new online state tests</p> <p>100% of schools meeting state requirements for standards-aligned instructional materials in every classroom</p>	<p>increase in proficiency rates</p> <p>100% of schools meeting state requirements for standards-aligned instructional materials in every classroom</p>	<p>increase in proficiency rates</p> <p>100% of schools meeting state requirements for standards-aligned instructional materials in every classroom</p>	<p>4. Student Achievement</p> <p>7. Course Access</p>	
<p>Goal 3: Increase Grade-Level Reading</p> <p>Based on district-wide reading tests, too many students are not reading at grade level by grade</p>	<p>Goal 3: Increase Grade-Level Reading</p> <p>Increase the share of students who are reading at or above grade level at every stage -- from elementary school</p>	<p>All Gr 3, 6 and 9 students except those with moderate-to-severe disabilities</p> <p>All African American (AA)</p>	<p>All Schools</p>	<p>2012-13 End-of-Year Baseline on SRI reading asses:</p> <p>Grade 3:</p> <p>All: 47.8% AA: 40.7%</p>	<p>2013-14 End-of-Year in SRI:</p> <p>All: 52.8% AA: 45.7%</p>	<p>2014-15 End-of-Year in SRI:</p> <p>All: 57.8% AA: 50.7%</p>	<p>2015-16 End-of-Year in SRI:</p> <p>All: 62.8% AA: 55.7%</p>	<p>2. Implementation of Common Core State Standards</p> <p>4. Student Achievement</p> <p>5. Student Engagement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>3, or enter middle school and high school reading below grade level. Struggling readers are less likely to graduate and go on to college and well paying jobs.</p> <p>The need is to increase the share of students who are reading at or above grade level at every stage -- from elementary school through high school.</p> <p>Measuring Progress: Reading tests</p>	<p>through high school.. For grades 3 and 6, increase grade-level reading by 5% annually. For grade 9, increase grade-level reading by 4% in 2014-15 and by 5% in 2015-16 and 2016-17.</p>	<p>African American Males (AAM) Latino English Learners (EL) Special Ed Students (SPED)</p>		<p>AAM: 40.1% Latino: 31.7% EL: 17.7% SPED: 21.2%</p> <p>Grade 6: All: 51.9% AA: 46.8% AAM: 39.2% Latino: 4 1.3% EL: 14.5% SPED 23.4%</p> <p>Grade 9: All: 54.0% AA: 51.4% AAM: 49.7% Latino: 39.4% EL: 7.5% SPED: 26.1%</p>	<p>AAM: 45.1% Latino: 36.7% EL: 22.7% SPED: 26.2%</p> <p>Grade 6: All: 56.9% AA: 51.8% AAM: 44.2% Latino: 46.3% EL: 19.5% SPED: 28.4%</p> <p>Grade 9: All: 58.0% AA: 55.4% AAM: 53.7% Latino: 44.4% EL: 11.5% SPED: 30.1%</p>	<p>AAM: 50.1% Latino: 41.7% EL: 27.7% SPED: 31.2%</p> <p>Grade 6: All: 61.9% AA: 56.8% AAM: 49.2% Latino: 51.3% EL: 24.5% SPED: 33.4%</p> <p>Grade 9: All: 63.0% AA: 60.4% AAM: 58.7% Latino: 49.4% EL: 16.5% SPED: 35.1%</p>	<p>AAM: 55.1% Latino: 46.7% EL: 32.7% SPED: 36.2%</p> <p>Grade 6: All: 66.9% AA: 61.8% AAM: 54.2% Latino: 56.3% EL: 29.5% SPED: 38.4%</p> <p>Grade 9: All: 68.0% AA: 65.4% AAM: 63.7% Latino: 54.4% EL: 21.5% SPED: 40.1%</p>	<p>7. Course Access</p>
<p>Goal 4: Increase the rate of English Learners Reaching English Fluency</p> <p>69% of our English Learner students in</p>	<p>Goal 4: Increase the rate of English Learners Reaching English Fluency</p> <p>Increase the reclassification rate</p>	<p>Grade 1-12 English Learners</p>	<p>All schools</p>	<p>2012-13 to 2013-14 Baseline: Grade 1-12 Reclassification</p>	<p>2013-14 to 2014-15 Grade 1-12 Reclassification</p>	<p>2014-15 to 2015-16 Grade 1-12 Reclassification</p>	<p>2015-16 to 2016-17 Grade 1-12 Reclassification</p>	<p>2. Implementation of Common Core State Standards</p> <p>4. Student Achievement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>grades 6-12 are Long-Term English Learners. These students have been enrolled in U.S. schools for more than six years without being reclassified as fluent in English. They face low odds of graduating.</p> <p>Measuring Progress: Rate of reclassifying English Learner students as fluent in English</p>	<p>of English Learner students as fluent in English by 3% in LCAP Year 1, and by 1% in LCAP Years 2 and 3 for grades 1-12.</p> <p>Increase the reclassification rate of Long-Term English Learner (LTEL) students as fluent in English. Increase the reclassification rate for Long-Term English Learners by 5% in LCAP Year 1, and by 2% in Year 2 and 3.</p>	Long-Term English Learners (LTEL)	All secondary schools	<p>Rate: 11.7%</p> <p>2013-14 Baseline</p> <p>Long-term English Learner Reclassification Rate: 4.9%</p>	<p>Rate: 14.7%</p> <p>2013-14 to 2014-15</p> <p>Long-term English Learner Reclassification Rate: 9.9%</p>	<p>Rate: 15.7%</p> <p>2014-15 to 2015-16.</p> <p>Long-term English Learner Reclassification Rate: 11.9%</p>	<p>Rate: 16.7%</p> <p>2015-16 to 2016-17.</p> <p>Long-term English Learner Reclassification Rate: 13.9%</p>	<p>5. Student Engagement</p> <p>7. Course Access</p>
<p>Goal 5: Increase Student Engagement</p> <p>In 2012-13, many days of instructional time were lost due to student absences</p>	<p>Goal 5: Increase Student Engagement</p> <p>Reduce the rate of students missing 10% or more of school days by 0.5%</p>	All students Native Americans (NatAm) African Americans	All schools except for continuation and alternative	<p>Baseline: 2013</p> <p>All: 11.2%</p> <p>NatAm: 20.1%</p>	<p>2013-14</p> <p>All: 10.7%</p> <p>NatAm: 19.1%</p>	<p>2014-15</p> <p>All: 10.2%</p> <p>NatAm: 18.1%</p>	<p>2015-16</p> <p>All: 9.7%</p> <p>NatAm: 17.1%</p>	<p>4. Student Achievement</p> <p>5. Student Engagement</p> <p>6. School Climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>and suspensions.</p> <p>About 1 in 10 students was chronically absent – missing 18 days or more of school. Native Americans (20%), African Americans (18%), Students with Disabilities (18%) and Pacific Islanders (16%) had the highest chronic absence rates.</p> <p>About 6% of all students were suspended at least once in 2012-13. African American students were suspended at twice the overall district rate, at 12%. For African American male students, the rate was even higher, at 14%.</p>	<p>annually districtwide. Reduce chronic absence for Native American, African American, and Pacific Islander students by 1% annually.</p> <p>Reduce the rate of students receiving out-of-school suspensions by 1% in 2013-14, and by 0,5% in 2014-15 and 2015-16.</p> <p>Reduce the disproportionality in suspensions of African American and African American male students. Reduce the suspension rate of African American and African American male students by 2% annually.</p>	<p>(AA) Pacific Islanders (PI) Special Ed Students (SPED)</p> <p>All students</p> <p>African Americans (AA) African American Males (AAM)</p>	<p>education schools</p> <p>All schools</p>	<p>AA: 18.2% PI: 15.7% SPED: 18.3%</p> <p>Baseline: 2012-13 suspension rate</p> <p>All: 5.95</p> <p>AA: 12.0% AAM: 14.0</p>	<p>AA: 17.2% PI: 14.7% SPED: 17.3%</p> <p>2013-14</p> <p>All: 4.9%</p> <p>AA: 10.0% AAM: 12.0%</p>	<p>AA: 16.2% PI: 13.7% SPED: 16.3%</p> <p>2014-15</p> <p>All: 4.4%</p> <p>AA: 8.0% AAM: 10.0%</p>	<p>AA: 15.2% PI: 12.7% SPED: 15.3%</p> <p>2015-16</p> <p>All: 3.9%</p> <p>AA: 6.0% AAM: 8.0%</p>	<p>Office of Civil Rights Agreement to Resolve Disproportionate School Discipline for African American students</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metrics to Measure Progress: Chronic absence rate Out-of-school suspension rate								
Goal 6 Increase Parent & Family Engagement In 2014, 37% of parents participated in the district's annual parent survey. Too many parent voices are going unheard. Parent stakeholder feedback raised the need for parent workshops related to academics. Some examples include Parent Ambassador training, Common	Goal 6 Increase Parent & Family Engagement Increase the percent of schools with a participation rate above 40% in the annual California Healthy Kids parent survey. Increase the percent of schools with a participation rate above 40% in the annual California Healthy Kids parent survey.	All students	All schools	Baseline: 2012-13 35% of schools have participation rates above 40%	2013-14 50% of schools have participation rates above 40% 80% of schools offer at least 3 academic activities for families per year	2014-15 80% of schools have participation rates above 40% 90% of schools offer at least 3 academic activities for families per year	2015-16 100% of schools have participation rates above 40% 100% of schools offer at least 3 academic activities for families per year	3. Parent Involvement 4. Student Achievement 5. Student Engagement 6. School Climate

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>Core institutes, Community School Strategic Site Plan Summit and Mini-Retreats, site governance training, parent training on understanding data related to student learning.</p> <p>Measuring Progress: Parent survey participation rates Percentage of schools providing parent activities related to academics</p>								

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the

goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Increase college and career ready graduates	P4, P5, P6, P7 OUSD Board Priority: Implement a comprehensive early warning/ tiered intervention system	Establish a comprehensive system to track student progress Implement system to monitor student progress in completing A-G college preparatory course requirements.	LEA-wide			Action/Service: Hire district Registrar for timely transcript review for input into A-G on-track monitoring and intervention system Expense: Classified salary & benefits \$82,000 Source: LCFF funding (general fund)	Action/Service: Maintain district Registrar Expense: Classified salary & benefits \$83,200 Source: LCFF funding (general fund)
1. Increase college and career ready graduates 5. Increase	P4, P5, P6, P8	Implement technology-based Early Warning & Intervention System (OnTrack CA)	LEA-wide Secondary schools			Action/Service: Hire Project Manager Expense: Classified salary & benefits \$83,200 Source: LCFF funding (general fund)	Action/Service: Maintain Project Manager Expense: Classified salary & benefits \$85,450 Source: LCFF funding (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
student engagement							fund)
1. Increase college and career ready graduates	P4, P5	Develop staffing infrastructure for Data Governance to ensure data accuracy, data quality, and data processes for collection and management of data	LEA-wide			Action/Service: Maintain Business Analyst Expense: Classified salary & benefits \$121,800 Source: LCFF funding (general fund)	Action/Service: Maintain Business Analyst Expense: Classified salary & benefits \$123,625 Source: LCFF funding (general fund)
1. Increase college and career ready graduate	P4	Develop staffing infrastructure for Data Warehouse and Reporting system	LEA-wide			Action/Service: Hire 1 FTE Analytics Specialist for Data Tools and 1 FTE Data Warehouse Project Manager Expense: Classified salary & benefits \$213,150 Source: LCFF funding (general fund)	Action/Service: Maintain 1 FTE Analytics Specialist for Data Tools and 1 FTE Data Warehouse Project Manager Expense: Classified salary & benefits \$216,350 Source: LCFF funding (general fund)
1. Increase college and career ready	P4, P5, P6, P7	Secure and implement Data Warehouse & Reporting system	LEA-wide			Action/Service: Purchase annual Data Warehouse service contract Expense: Services and other	Action/Service: Purchase annual Data Warehouse service contract Expense: Services and other

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
graduate						operating expenditures \$322,546 Source: LCFF funding (general fund)	operating expenditures \$157,973 Source: LCFF funding (general fund)
1. Increase college and career ready graduates 2. Increase proficiency on state academic standards	P1, P2, P4, P5 Board Priority: Expand time and support for teacher planning, preparation, and professional collaboration focused on improving instructional quality aligned to the Common Core	Full Implementation of Common Core State Standards and Next Generation Science Standards Provide curriculum, instruction, and assessments of student learning that are fully aligned to the new standards in English Language Arts, Math, and Science	LEA-wide		Action/Service: Purchase curriculum and materials for Common Core math for grades K-12, and Next Generation Science Standards Expense: Books and supplies \$650,000 Source: LCFF funding (general fund)	Action/Service: Purchase curriculum and materials for Common Core and English Language Arts reading, and Next Generation Science Standards Expense: Books and supplies \$1,150,000 Source: LCFF funding (general fund)	Action/Service: Purchase curriculum and materials for Common Core and English Language Arts reading, and Next Generation Science Standards Expense: Books and supplies \$1,150,000 Source: LCFF funding (general fund)
3. Increase grade-level reading 5. Increase student	P2, P4, P5, P6	Provide culturally relevant and engaging reading materials to enhance student learning, including books reflecting the languages and ethnic backgrounds of students, and books related to the social and	LEA-wide		Action/Service: Purchase multicultural classroom libraries for elementary schools and selected African American titles for secondary schools Expense: Books and supplies	Action/Service: Purchase multicultural classroom libraries for elementary schools and selected African American titles for secondary schools Expense: Books and supplies	Action/Service: Purchase multicultural classroom libraries for elementary schools and selected African American titles for secondary schools Expense: Books and supplies

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
engagement		historical experiences of African Americans.			\$1,850,000 Source: LCFF funding (general fund)	\$550,000 Source: LCFF funding (general fund)	\$550,000 Source: LCFF funding (general fund)
2. Increase proficiency in state academic standards	P2, P4	Provide teacher professional development for content and instruction in Common Core State Standards and Next Generation Science Standards. This includes Summer Institutes, Buy-back Days, early release Wednesdays, and Mid-Year Institutes.	LEA-wide		Action/Service: Provide stipends, materials, training for teachers Expense: Professional development \$1,000,000 Source: LCFF funding (general fund)	Action/Service: Provide stipends, materials, training for teachers Expense: Professional development \$1,000,000 Source: LCFF funding (general fund)	Action/Service: Provide stipends, materials, training for teachers Expense: Professional development \$1,000,000 Source: LCFF funding (general fund)
2. Increase proficiency in state academic standards	P2, P4	Provide Cross-Site Communities of Practice for schools' Instructional Leadership Teams, with principal and teacher leaders for English Language Arts, Math, and Science.	LEA-side		Action/Service: Provide stipends, materials for teachers and principals Expense: Professional development \$300,000 Source: LCFF funding (general fund)	Action/Service: Provide stipends, materials for teachers and principals Expense: Professional development \$300,000 Source: LCFF funding (general fund)	Action/Service: Provide stipends, materials for teachers and principals Expense: Professional development \$300,000 Source: LCFF funding (general fund)
2. Increase proficiency in state	P2, P4, P5	Expand the professional learning, collaboration, and planning time for teachers.	LEA-wide			Action/Service: Increase teachers' calendar day by 15 minutes, subject to	Action/Service: Maintain 15-minute increase and Increase teachers' calendar day

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
academic standards 3. Increase grade-level reading						contract negotiations Expense: Certificated salary and benefits 4,300,000 Source: LCFF funding (general fund)	by an additional 15 minutes, subject to contract negotiations Expense: Certificated salary and benefits 8,600,000 Source: LCFF funding (general fund)
2. Increase proficiency in state academic standards 3. Increase grade-level reading	P2, P3, P4, P5 Board Priority: Expand time and support for teacher driven planning, preparation, and professional collaboration focused on	Recruit, support, and retain effective teachers Increase support for new teachers.	LEA-wide		Action/Service: Hire 4 FTE Teachers on Special Assignment to support new teachers Expense: Certificated salary and benefits \$440,000 Source: LCFF funding (general fund)	Action/Service: Hire 4 FTE Teachers on Special Assignment to support new teachers Expense: Certificated salary and benefits \$446,600 Source: LCFF funding (general fund)	Action/Service: Hire 4 FTE Teachers on Special Assignment to support new teachers Expense: Certificated salary and benefits \$453,300 Source: LCFF funding (general fund)
2. Increase proficiency	P4, P6	Increase coaches to support at least 300 beginning teachers (all	LEA-wide		Action/Service: Provide stipends to 200 Beginning	Action/Service: Provide stipends to 200 Beginning	Action/Service: Provide stipends to 200 Beginning

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
cy in state academic standards 3. Increase grade-level reading		who are eligible)			Teacher Support and Assessment coaches Expense: Certificated salary and benefits \$1,370,225 Source: LCFF Funding (general fund)	Teacher Support and Assessment coaches Expense: Certificated salary and benefits \$1,370,225 Source: LCFF Funding (general fund)	Teacher Support and Assessment coaches Expense: Certificated salary and benefits \$1,370,225 Source: LCFF Funding (general fund)
2. Increase proficiency in state academic standards 3. Increase grade-level reading	P4	Increase Peer Review and Assistance (PAR) services to improve performance of permanent teachers through intensive support	LEA-wide		Action/Service: Hire 2 FTE Peer Assistance and Review consulting teachers Expense: Certificated salary and benefits \$220,000 Source: LCFF Funding (general fund)	Action/Service: Maintain 2 FTE Peer Assistance and Review consulting teachers Expense: Certificated salary and benefits \$223,300 Source: LCFF Funding (general fund)	Action/Service: Maintain 2 FTE Peer Assistance and Review consulting teachers Expense: Certificated salary and benefits \$226,600 Source: LCFF Funding (general fund)
2. Increase grade-level reading	P4, P6	Extend teaching and learning time with effective educators Increase the quality of teaching and learning in the early years (Transitional Kindergarten through grade 3) by supporting a 24:1 classroom ratio of students to teacher, and	Schoolwide Elementary		Action/Service: Hire 74.6 elementary teachers to improve class size ratios in grades TK-3 by 40% Expense: Certificated salary and	Action/Service: Maintain 74.6 elementary teachers and hire 30 additional elementary teachers to improve class size ratios in grades TK-3 by 33.95%	Action/Service: Maintain 104.6 elementary teachers and hire 5 additional elementary teachers to improve class size ratios in grades TK-3 by 21.67%

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
		by reducing the amount of grade combination classes in elementary schools.			benefits \$5,968,000 Source: LCFF funding (general fund) Action/Service: Hire 2 FTE elementary teachers to reduce combination classes in two schools Expense: Certificated salary and benefits \$160,000 Source: LCFF funding (general fund)	Expense: Certificated salary and benefits \$8,368,000 Source: LCFF funding (general fund) Action/Service: Maintain 2 FTE elementary teachers to reduce combination classes in two schools Expense: Certificated salary and benefits \$162,400 Source: LCFF funding (general fund)	Expense: Certificated salary and benefits \$8,768,000 Source: LCFF funding (general fund) Action/Service: Maintain 2 FTE elementary teachers to reduce combination classes in two schools Expense: Certificated salary and benefits \$164,800 Source: LCFF funding (general fund)
1. Increase college an career ready graduates 3. Increase grade-level reading	P4, P5	Increase reading development supports in all schools and build strong reading cultures. Increase direct support for students in reading by adding strategic reading courses in secondary schools.	Schoolwide		Action/Service: Hire 12 site-based literacy coaches to increase supports and classes Expense: Certificated salary and benefits \$1,200,000 Source: LCFF funding (general fund)	Action/Service: Hire 12 site-based literacy coaches to increase supports and classes Expense: Certificated salary and benefits \$1,218,000 Source: LCFF funding (general fund)	Action/Service: Hire 12 site-based literacy coaches to increase supports and classes Expense: Certificated salary and benefits \$1,236,000 Source: LCFF funding (general fund)
1.	P2, P4, P5,	Students with Disability					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase college an career ready graduates 2. Increase proficiency in state academic standards	P7 Board Priority: Expand time and support for teacher driven planning, preparation, and professional collaboration ... aligned to Common Core.	Provide Common Core professional learning opportunities for Resource Specialists and Special Day Class teachers of students with mild/moderate disability, to enable these students to have access to the Common Core and to participate in all state and district academic testing.	LEA-wide		Action/Service: Provide Special Education teacher stipends for professional development Expense: Professional development \$85,000 Source: LCFF funding (general fund)	Action/Service: Provide Special Education teacher stipends for professional development Expense: Professional development \$85,000 Source: LCFF funding (general fund)	Action/Service: Provide Special Education teacher stipends for professional development Expense: Professional development \$85,000 Source: LCFF funding (general fund)
1. Increase college an career ready graduates 2. Increase proficiency in state academic standards	P2, P4, P5, P7 Board Priority: Expand time and support for teacher driven planning, preparation, and professional collaboration ... aligned to the Common Core				Action/Service: Provide release time for Special Education inclusion teachers for collaboration and planning with general education teachers Expense: Professional development \$88,000 Source: LCFF funding (general fund) Action/Service: Pay conference expenses for Special Education teacher	Action/Service: Provide release time for Special Education inclusion teachers for collaboration and planning with general education teachers Expense: Professional development \$88,000 Source: LCFF funding (general fund) Action/Service: Pay conference expenses for Special Education teacher	Action/Service: Provide release time for Special Education inclusion teachers for collaboration and planning with general education teachers Expense: Professional development \$88,000 Source: LCFF funding (general fund) Action/Service: Pay conference expenses for Special Education teacher

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
					professional learning Expense: Professional development \$25,000 Source: LCFF funding (general fund)	professional learning Expense: Professional development \$25,000 Source: LCFF funding (general fund)	professional learning Expense: Professional development \$25,000 Source: LCFF funding (general fund)
2. Increase proficiency in state academic standards 3. Increase grade-level reading	P4, P7	Increase support for students in the Least Restrictive Environment by opening new Special Day classrooms and increasing student opportunities for education in inclusion programs.	LEA-wide			Action/Service: Hire 10 FTE Special Day Class teachers to open new classrooms Expense: Certificated salary and benefits \$1,000,000 Source: LCFF funding (general fund)	Action/Service: Maintain 10 FTE and hire 2 FTE Special Day Class teachers to open new classrooms Expense: Certificated salary and benefits \$1,215,000 Source: LCFF funding (general fund)
						Action/Service: 8 FTE paraprofessionals to support inclusion programs Expense: Classified salary and benefits \$280,000 Source: LCFF funding (general fund)	Action/Service: 10 FTE paraprofessionals to support inclusion programs Expense: Classified salary and benefits \$350,000 Source: LCFF funding (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
5. Increase student engagement	P6	Increase support for mental and behavioral health and supports for students with disability, including: psychological counseling, pre-referral behavior intervention, consultation, and Collaborative Proactive Solutions Training. Increase Board Certified Behavior Analysts to implement required	LEA-wide			Action/Service: Hire 8.5 FTE psychologists to support students with disability Expense: Certificated salary and benefits \$850,000 Source: LCFF funding (general fund)	Action/Service: Maintain 8.5 FTE and hire 6FTE psychologists to support students with disability Expense: Certificated salary and benefits \$1,500,000 Source: LCFF funding (general fund)
		Implement updated formal special education assessment.				Action/Service: Hire 3 FTE Board Certified Behavior Analysts Expense: Classified salary and benefits \$260,000 Source: LCFF funding (general fund)	Action/Service: Maintain 3 FTE and hire 1 FTE Board Certified Behavior Analysts Expense: Classified salary and benefits \$350,000 Source: LCFF funding (general fund)
1. Increase college and career ready graduates	P4, P5, P7	Implement and monitor data management system for Special Education / students with disability, including technology and data analysis/data system	LEA-wide		Action/Service: Purchase Special Education Information System (SEIS) licenses and training Expense: Services and other	Action/Service: Purchase Special Education Information System (SEIS) licenses and training Expense: Services and other	Action/Service: Purchase Special Education Information System (SEIS) licenses and training Expense: Services and other

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
2. Increase student engagement		staffing infrastructure for monitoring data and producing data reports and analyses.			operational expenditures \$65,000 Source: LCFF funding (general fund)	operational expenditures \$65,000 Source: LCFF funding (general fund) Action/Service: Hire Analytics Specialist to monitor data system and produce reports and analysis on students with disability Expense: Classified salary and benefits \$115,000 Source: LCFF funding (general fund)	operational expenditures \$65,000 Source: LCFF funding (general fund) Action/Service: Maintain Analytics Specialist to monitor data system and produce reports and analysis on students with disability Expense: Classified salary and benefits \$117,000 Source: LCFF funding (general fund)
1. Increase parent and family engagement	P3	Students with Disability: Parent/Family Engagement Increase home language translation support for families of students with disability.	LEA-wide		Action/Service: Hire 2 FTE translators to support diverse families of students with disability Expense: Classified salary and benefits	Action/Service: Maintain 2 FTE translators and hire 1 FTE translator to support diverse families of students with disability Expense:	Action/Service: Maintain 3 FTE translators to support diverse families of students with disability Expense: Classified salary and benefits

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
					\$90,000 Source: LCFF funding (general fund)	Classified salary and benefits \$140,000 Source: LCFF funding (general fund)	\$142,000 Source: LCFF funding (general fund)
1. Increase parent and family engagement	P3	Provide effective alternative dispute resolution process to resolve Special Education parent complaints.	LEA-wide			Action/Service: Maintain Parent Liaison/ Ombudsperson Expense: Classified salary and benefits \$71,050 Source: LCFF funding (general fund)	Action/Service: Maintain Parent Liaison/ Ombudsperson Expense: Classified salary and benefits \$72,100 Source: LCFF funding (general fund)
						Action/Service: Contract independent mediator Expense: Services and other operating expenditures \$50.000 Source: LCFF funding (general fund)	Action/Service: Contract independent mediator Expense: Services and other operating expenditures \$50.000 Source: LCFF funding (general 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
2. Increase proficiency in state academic standards 3. Increase grade-level reading	P4, P7	For low-income pupils: Targeted summer learning: Provide all-day Summer Learning Programs for students with academic and social needs, including increase in summer transition program in Years 2 and 3.	LEA-wide		Action/Service: Provide all-day summer learning program at 40 high needs schools Expense: Certificated salary & benefits \$1,500,000 Source: Title I and LCFF funding (general fund)	Action/Service: Provide for all-day summer learning program at 40 high needs schools Expense: Certificated salary & benefits \$1,500,000 Source: Title I and LCFF funding (general fund)	Action/Service: Provide all-day summer learning program at 40 high needs schools Expense: Certificated salary & benefits \$1,500,000 Source: Title I and LCFF funding (general fund)
1. Increase college and career ready graduates 5. Increase student engagement	P2, P4, P7, P8 Board Priority: Support all high schools to fully transition to Linked	Increase access and success in career pathways for high school students Hire staffing to coordinate and support robust career pathways in every high	LEA-wide		Action/Service: Hire 11 FTE to support robust career pathways in every high school.	Action/Service: Sustain 11 FTE and hire 5 FTE pathway coaches to support robust career	Action/Service: Sustain 16 FTE staffing to support robust career pathways in every high

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
	Learning approach, and to have all students enrolled in high quality integrated college/.	school, including: 2 College and Career Specialists to monitor 9 th grade college/career plans, 1 Pathway coordinator, 3 Pathway coaches, 4 Career Technical Specialist to expand courses, 1 Industry Sector Navigator to strengthen pathway pipeline to post-secondary education.			Expense: Classified salaries & benefits \$865,000 Source: Career Pathways Trust grant, James Irvine grant, Carl Perkins Career Technical Education funds, i3 grant	pathways in every high school. Expense: Classified salaries & benefits \$1,248,100 Source: Career Pathways Trust grant, James Irvine grant, Carl Perkins Career Technical Education funds, i3 grant	school. Expense: Classified salaries & benefits \$1,253,000 Source: Career Pathways Trust grant, James Irvine grant, Carl Perkins Career Technical Education funds, LCFF funding (general fund)
1. Increase college and career ready graduates	P7	Contract a Master Schedule specialist to build capacity for building Career Pathways into the master schedule of every high school.			Action/Service: Contract Master Schedule specialist to support capacity development for career pathways Expense: Services and other operational expenditures \$55,000 Source: James Irvine grant	Action/Service: Contract part-time Master schedule specialist to support capacity development for career pathways Expense: Services and other operational expenditures \$30,000 Source: James Irvine grant	
1. Increase college and career ready graduates 5. Increase student	P4, P5, P8	Support high quality internships for seniors, including paid internships.	LEA-wide		Action/Service: Provide internship services including payroll and insurance Expense: Services and Other Operating Expenditures	Action/Service: Provide internship services including payroll and insurance Expense: Services and Other Operating Expenditures	Action/Service: Provide internship services including payroll and insurance Expense: Services and Other Operating Expenditures

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
engage-ment					\$234,400 Source: Oakland Public Education Fund and Jonas Family Fund grants	\$234,400 Source: LCFF Funding (general fund) and local grants	\$234,400 Source: LCFF Funding (general fund) and local grants
1. Increase college and career ready graduates	P2, P4, P5, P6, P7	Provide professional development for all high school teachers and principals to expand quality and quantity of career pathways.	LEA-wide		Action/Service: Provide stipends for professional development Expense: Professional development \$172,000 Source: LCFF funding (general fund)	Action/Service: Provide stipends for professional development Expense: Professional development \$172,000 Source: LCFF funding (general fund)	Action/Service: Provide stipends for professional development Expense: Professional development \$50,000 Source: LCFF funding (general fund)
1. Increase college and career ready graduates	P4, P7	Expand high school electives and support courses to integrate career/electives and core content in career pathways.	LEA-wide		Action/Service: Hire 32 FTE teachers for elective and support courses Expense: Certificated salary and benefits \$2,560,000 Source: LCFF funding (general fund)	Action/Service: Maintain 32 FTE teachers for elective and support courses Expense: Certificated salary and benefits \$2,600,000 Source: LCFF funding (general fund)	Action/Service: Maintain 32 FTE teachers for elective and support courses Expense: 32 FTE certificated salary & benefits \$2,640,000 Source: LCFF funding (general fund)
1. Increase college and career ready graduates	P4, P5, P7	Actions/Services at 8 schools to Increase access and success in career pathways for	School-wide		Action/Service: Increase access and success in career pathways for high	Action/Service: Increase access and success in career pathways for high	Action/Service: Increase access and success in career pathways for high

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
		high school students			school students Expense: Certificated salary \$440,000 Classified salary \$28,000 Employee Benefits \$204,000 Books & supplies \$92,000 Services & other operating expenditures \$293,000 Source: LCFF funding (general fund)	school students Expense: Certificated salary \$447,000 Classified salary \$28,000 Employee Benefits \$207,000 Books & supplies \$92,000 Services & other operating expenditures \$293,000 Source: LCFF funding (general fund)	school students Expense: Certificated salary \$453,000 Classified salary \$29,000 Employee Benefits \$210,000 Books & supplies \$92,000 Services & other operating expenditures \$293,000 Source: LCFF funding (general fund)
2. Increase proficiency in state academic standards 3. Increase grade-level reading 5. Increase student engagement	P4, P5, P6	Recruit, support, and retain culturally responsive teachers and teachers for hard-to-fill subjects Expand programs to recruit a local, diverse talent pool of teachers, expand teacher residency programs to improve recruitment and retention of teachers in high need subject areas, and develop teacher career ladders and hybrid teaching roles.	LEA-wide		Action/Service: Invest in Teach Tomorrow Oakland to recruit local, non-traditional teacher candidates of color; partner with Historically Black Colleges and Universities and Hispanic serving colleges Expense: Services and other operating expenditures \$830,000 Source: Title II, federal grants, LCFF funding (general fund)	Action/Service: Maintain partnership with Teach Tomorrow Oakland to recruit local, non-traditional teacher candidates of color; partner with Historically Black Colleges and Universities and Hispanic serving colleges Expense: Services and other operating expenditures \$830,000 Source: Title II, federal grants, LCFF funding (general fund)	Action/Service: Maintain partnership with Teach Tomorrow Oakland to recruit local, non-traditional teacher candidates of color; partner with Historically Black Colleges and Universities and Hispanic serving colleges Expense: Services and other operating expenditures \$830,000 Source: Title II, federal grants, LCFF funding (general fund)

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
					Action/Service: Partner with Teach for America to staff hard to fill subject areas Expense: Services and other operating expenditures \$155,000 Source: Title II	Action/Service: Continue to partner with Teach for America to staff hard to fill subject areas Expense: Services and other operating expenditures \$155,000 Source: Title II	Action/Service: Continue to partner with Teach for America to staff hard to fill subject areas Expense: Services and other operating expenditures \$155,000 Source: Title II
2. Increase proficiency in state academic standards 3. Increase grade-level reading	P4	Establish Educator Effectiveness Systems Expand implementation of improved teacher and leader evaluation systems	LEA-wide			Action/Service: Hire 2 FTE to develop and lead implementation of evaluation systems Expense: Certificated salary & benefits \$266,000 Source: LCFF funding (general fund)	Action/Service: Maintain 2 FTE to develop and lead implementation of evaluation systems Expense: Certificated salary & benefits \$266,000 Source: LCFF funding (general fund)
3. Increase grade-level reading 5. Increase student engagement	P4, P5	Provide observer training and align professional learning supports for teachers and leaders	LEA-wide		Action/Service: Hire 2 FTE to provide training and support to pilot sites for high quality implementation of evaluation systems Expense: Classified salary and benefits \$247,000	Action/Service: Maintain 2 FTE and hire 3 FTE to provide training and support to sites for high quality implementation of evaluation systems Expense: Classified salary and benefits	Action/Service: Maintain 1 FTE to provide training and support to pilot sites for high quality implementation of evaluation systems Expense: Classified salary and benefits

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
					Source: LCFF funding (general fund)	\$615,000 Source: LCFF funding (general fund)	\$123,000 Source: LCFF funding (general fund)
2. Increase proficiency in state academic standards 5. Increase student engagement	P4, P6	Provide staffing to support high quality implementation of new teacher and leader evaluation models.			Action/Service: Hire 2 School Partners, one per region, for intensive staffing management and long-term implementation Expense: Classified salary and benefits \$266,000 Source: LCFF funding (general fund)	Action/Service: Hire 4 School Partners, one per region, for intensive staffing management and long-term implementation Expense: Classified salary and benefits \$536,000 Source: LCFF funding (general fund)	Action/Service: Hire 4 School Partners, one per region, for intensive staffing management and long-term implementation Expense: Classified salary and benefits \$540,000 Source: LCFF funding (general fund)
2. Increase proficiency in state academic standards 5. Increase student engagement	P4, P6	Provide release time, staffing, and coordination for high quality implementation of new teacher and leader evaluation models.			Action/Service: Fund 17 FTE site-based instructional coaches, and 17 FTE substitute teachers to provide release time Expense: Certificated salary and benefits \$2,695,000 Source: LCFF funding (general fund)	Action/Service: Fund 90 FTE site-based instructional coaches, 90 FTE substitute teachers to provide release time, and 100 FTE site-based alternate observers to implement teacher evaluation model Expense: Certificated salary and benefits \$11,000,000 Source: LCFF funding (general fund)	Action/Service: Fund 90 FTE site-based instructional coaches, 90 FTE substitute teachers to provide release time, and 100 FTE site-based alternate observers to implement teacher evaluation model Expense: Certificated salary and benefits \$11,000,000 Source: LCFF funding (general fund)

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
2. Increase proficiency in state academic standards 5. Increase student engagement	P4, P6	Provide staffing to support high quality implementation of new teacher and leader evaluation models.			Action/Service: Hire 2 School Partners, one per region, for intensive staffing management and long-term implementation Expense: Classified salary and benefits \$266,000 Source: LCFF funding (general fund)	Action/Service: Hire 4 School Partners, one per region, for intensive staffing management and long-term implementation Expense: Classified salary and benefits \$536,000 Source: LCFF funding (general fund)	Action/Service: Hire 4 School Partners, one per region, for intensive staffing management and long-term implementation Expense: Classified salary and benefits \$540,000 Source: LCFF funding (general fund)
						Action/Service: Fund 85 stipends for teacher implementation leads for each site to coordinate and provide feedback Expense: Professional development \$85,000 Source: LCFF funding (general fund)	Action/Service: Fund 85 stipends for teacher implementation leads for each site to coordinate and provide feedback Expense: Professional development \$85,000 Source: LCFF funding (general fund)
2. Increase proficiency on state academic standards	P4	Utilize technology tools to support new teacher and leader evaluation processes and model	LEA-wide		Action/Service: Expand Bloomboard as online evaluation tool Expense: Services and other operational	Action/Service: Further expand Bloomboard as online evaluation tool Expense: Services and other	Action/Service: Maintain Bloomboard online evaluation tool Expense: Services and other operational

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
					expenditures \$60,000 Source: LCFF funding (general fund)	operational expenditures \$100,000 Source: LCFF funding (general fund)	expenditures \$100,000 Source: LCFF funding (general fund)
1. Increase college and career ready graduates 2. Increase proficiency on state academic standards	P1, P4, P6	Develop staffing and infrastructure for implementation of a new Human Capital System and support the development of a data-driven culture for staffing schools and central office	LEA-wide		Action/Service: Hire 1 FTE Human Capital Data Management System Manager Expense: Classified salary and benefits \$130,000 Source: LCFF funding (general fund)	Action/Service: Maintain Human Capital Data Management System Manager and hire 3 FTE Human Capital Data Specialists Expense: Classified salary and benefits \$510,000 Source: LCFF funding	Action/Service: Maintain Human Capital Data Management System Manager and hire 3 FTE Human Capital Data Specialists Expense: Classified salary and benefits \$517,650 Source: LCFF funding
2. Increase proficiency on state academic standards	P1, P4,	Acquire technology system for implementation of a new Human Capital System and support the development of a data-driven culture for staffing schools and central office				Action/Service: Purchase Human Capital Data Management technology and initial implementation costs Expense: Services and other operational expenditures \$1,400,000 Source: LCFF funding (general fund)	Action/Service: Maintain Human Capital Data Management technology Expense: Services and other operational expenditures \$600,000 Source: LCFF funding (general fund)
2. Increase proficiency on state	P4	Implement Common Core State Standards:	School-wide		Action/Service: Fully implement Common Core State	Action/Service: Fully implement Common Core State	Action/Service: Fully implement Common Core State

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
academic standards		Actions/Services at 81 schools to fully implement Common Core State Standards and Next Generation Science Standards			Standards and Next Generation Science Standards Expense: Certificated salary \$235,000 Classified salary \$153,000 Employee Benefits \$170,000 Books & supplies \$855,000 Services & other operating expenditures \$337,000 Source: LCFF funding (general fund)	Standards and Next Generation Science Standards Expense: Certificated salary \$239,000 Classified salary \$155,000 Employee Benefits \$173,000 Books & supplies \$855,000 Services & other operating expenditures \$337,000 Source: LCFF funding (general fund)	Standards and Next Generation Science Standards Expense: Certificated salary \$242,000 Classified salary \$158,000 Employee Benefits \$175,000 Books & supplies \$855,000 Services & other operating expenditures \$337,000 Source: LCFF funding (general fund)
2. Increase proficiency in state academic standards 3. Increase grade-level reading	P4	Actions/Services at 74 schools to expand the professional learning, collaboration, and planning time for teachers.	School-wide		Action/Service: Expand the professional learning, collaboration, and planning time for teachers Expense: Certificated salary \$300,000 Classified salary \$85,000 Employee Benefits \$167,000 Books & supplies \$34,000 Services & other operating expenditures \$143,000	Action/Service: Expand the professional learning, collaboration, and planning time for teachers Expense: Certificated salary 305,000 Classified salary \$86,000 Employee Benefits \$170,000 Books & supplies \$34,000 Services & other operating expenditures \$143,000 Source:	Action/Service: Expand the professional learning, collaboration, and planning time for teachers Expense: Certificated salary \$309,000 Classified salary \$88,000 Employee Benefits \$172,000 Books & supplies \$34,000 Services & other operating expenditures \$143,000 Source:

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
					Source: LCFF funding (general fund)	LCFF funding (general fund)	LCFF funding (general fund)
3. Increase grade-level reading	P4	Provide elementary teachers with comprehensive reading assessment kits and professional learning on how to assess independent reading levels to provide targeted interventions. students.	LEA-wide		Action/Service: Purchase reading assessment system for TK-12 Expense: Books and supplies \$300,000 Source: LCFF funding (general fund)	Action/Service: Maintain reading assessment system for TK-12 Expense: Books and supplies \$300,000 Source: LCFF funding (general fund)	Action/Service: Maintain reading assessment system for TK-12 Expense: Books and supplies \$300,000 Source: LCFF funding (general fund)
3. Increase grade-level reading	P4	Provide coaching and training support around literacy for all Transitional Kindergarten through grade 5 and selected grade 6-12 schools			Action/Service: Provide professional development for TK-5 teachers and grades 6-12 site-based literacy specialists Expense: Professional development \$700,000 Source: Title I, Title II, and local grants	Action/Service: Provide professional development for TK-5 teachers and grades 6-12 site-based literacy specialists Expense: Professional development \$700,000 Source: Title I, Title II, and local grants	Action/Service: Provide professional development for TK-5 teachers and grades 6-12 site-based literacy specialists Expense: Professional development \$700,000 Source: Title I, Title II, and local grants
3. Increase grade-level reading	P4	Provide increased "Blended Learning" classroom environments using computer technology for differentiated instruction in reading	Schoolwide			Action/Service: Purchase Achieve 3000 for reading intervention for selected sites Expense: Services and other operational expenditures	Action/Service: Purchase Achieve 3000 for reading intervention for selected sites Expense: Services and other operational expenditures

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
						\$375,000 Source: LCFF funding (general fund)	\$375,000 Source: LCFF funding (general fund)
2. Increase proficiency in state academic standards 3. Increase grade-level reading 5. Increase student engagement	P4, P5, P6	Actions/Services at 35 schools to recruit, support, and retain culturally responsive teachers, and increase bilingual teachers in all home languages	School-wide		Action/Service: Recruit, support, and retain culturally responsive teachers, and increase bilingual teachers in all home languages Expense: Certificated salary \$248,000 Classified salary \$32,000 Employee Benefits \$122,000 Books & supplies \$33,000 Services & other operating expenditures \$61,000 Source: LCFF funding (general fund)	Action/Service: Recruit, support, and retain culturally responsive teachers, and increase bilingual teachers in all home languages Expense: Certificated salary \$252,000 Classified salary \$32,000 Employee Benefits \$124,000 Books & supplies \$33,000 Services & other operating expenditures \$61,000 Source: LCFF funding (general fund)	Action/Service: Recruit, support, and retain culturally responsive teachers, and increase bilingual teachers in all home languages Expense: Certificated salary \$255,000 Classified salary \$33,000 Employee Benefits \$126,000 Books & supplies \$33,000 Services & other operating expenditures \$61,000 Source: LCFF funding (general fund)
2. Increase proficiency in state academic standards 3. Increase	P4	Actions/Services at 34 schools to raise achievement of low income students.			Action/Service: Raise achievement of low income students. Expense: Certificated salary \$418,000 Classified salary	Action/Service: Raise achievement of low income students. Expense: Certificated salary \$424,000 Classified salary	Action/Service: Raise achievement of low income students. Expense: Certificated salary \$431,000 Classified salary

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
grade-level reading					\$74,000 Employee Benefits \$214,000 Books & supplies \$77,000 Services & other operating expenditures \$200,000 Source: LCFF funding (general fund)	\$75,000 Employee Benefits \$217,000 Books & supplies \$77,000 Services & other operating expenditures \$200,000 Source: LCFF funding (general fund)	\$76,000 Employee Benefits 220,000 Books & supplies \$77,000 Services & other operating expenditures \$200,000 Source: LCFF funding (general fund)
6. Increase parent and family engagement	P3	Low Income Family Engagement: Pay leadership honoraria to Parent Ambassadors and Leaders, 2 per school, to support site-based parent engagement linked to student learning.	LEA-wide		Action/Service: Parent leadership honoraria Expense: Services and other operational expenditures \$72,000 Source: Title I ESEA Waiver	Action/Service: Parent leadership honoraria Expense: Services and other operational expenditures \$72,000 Source: Title I ESEA Waiver	Action/Service: Parent leadership honoraria Expense: Services and other operational expenditures \$72,000 Source: Title I ESEA Waiver
6. Increase parent and family engagement	P3	Increase family engagement capacity at priority schools, including high schools.	LEA-wide		Action/Service: Hire Family Engagement Liaison focused on high schools Expense: Classified salary and benefits \$94,000 Source: Title I ESEA Waiver	Action/Service: Hire Family Engagement Liaison focused on high schools Expense: Classified salary and benefits \$95,500 Source: Title I ESEA Waiver	Action/Service: Hire Family Engagement Liaison focused on high schools Expense: Classified salary and benefits \$97,000 Source: Title I ESEA Waiver

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
5. Increase student engagement 6. Increase parent and family engagement	P3, P5	Increase family and student engagement at 4 priority schools by implementing Academic Parent Teacher Teams and hiring student/family liaisons for each of these schools.	Schoolwide			Action/Service: Hire site-based student/family liaisons at 4 priority schools by matching site investments Expense: Classified salary and benefits \$100,000 Source: LCFF funding (general fund)	Action/Service: Hire site-based student/family liaisons at 4 priority schools by matching site investments Expense: Classified salary and benefits \$100,000 Source: LCFF funding (general fund)
6. Increase parent and family engagement	P3	Support teachers to work with parents in implementing new Academic Parent Teacher Teams to engage parents in student learning and academics				Action/Service: Pay stipends for teachers to implement Academic Parent Teacher Teams Expense: Professional development \$25,300 Source: LCFF funding (general fund)	Action/Service: Pay stipends for teachers to implement Academic Parent Teacher Teams Expense: Professional development \$25,300 Source: LCFF funding (general fund)
6. Increase parent and family engagement	P3	Family Engagement in School Governance: Implement new district and school governance structures aligned to the Local Control Accountability Plan.	LEA-wide		Action/Service: Hire .5 FTE School Governance Specialist to develop and convene new governance structure Expense: Classified salary and benefits \$45,700	Action/Service: Expand School Governance Specialist to 1 FTE to convene and manage new governance structure Expense: Classified salary and benefits \$92,000	Action/Service: Hire School Governance Specialist to convene and manage new governance structure Expense: Classified salary and benefits \$94,700

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
					Source: Title I ESEA Waiver Action/Service: Provide refreshments, childcare, translation for parents to attend Local Governance Teams/School Site Council Quarterly Summits Expense: Services and other expenditures \$40,000 Source: Title I	Source: Title I ESEA Waiver Action/Service: Provide refreshments, childcare, translation for parents to attend Local Governance Teams/School Site Council Quarterly Summits Expense: Services and other expenditures \$40,000 Source: Title I	Source: Title I ESEA Waiver Action/Service: Provide refreshments, childcare, translation for parents to attend Local Governance Teams/School Site Council Quarterly Summits Expense: Services and other expenditures \$40,000 Source: Title I
5. Increase student engagement	P5	Increase student leadership development and opportunities in middle and high schools, including student leadership in school culture campaigns in high schools, and coaching teachers in Meaningful Student Engagement leadership class curriculum (A-G elective).	LEA-wide		Action/Service: Fund teacher coaching and extra time to learn and implement new Leadership Class curriculum Expense: Certificated salary and benefits \$13,500 Source: LCFF funding (general fund)		

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
						Action/Service: Pay student intern (a recent All City Council graduate) to support school culture campaigns in high schools Expense: Services and other operational expenditures \$20,000 Source: LCFF funding (general fund)	Action/Service: Pay student intern (a recent All City Council graduate) to support school culture campaigns in high schools Expense: Services and other operational expenditures \$20,000 Source: LCFF funding (general fund)
6. Increase parent and family engagement	P3	Actions/Services at 31 schools to increase Family Engagement	School-wide		Action/Service: Increase family engagement Expense: Certificated salary \$53,000 Classified salary \$141,000 Employee Benefits \$85,000 Books & supplies \$53,000 Services & other operating expenditures \$111,000 Source: LCFF funding (general fund)	Action/Service: Increase family engagement Expense: Certificated salary \$54,000 Classified salary \$143,000 Employee Benefits \$86,000 Books & supplies \$53,000 Services & other operating expenditures \$111,000 Source: LCFF funding (general fund)	Action/Service: Increase family engagement Expense: Certificated salary \$55,000 Classified salary \$145,000 Employee Benefits \$88,000 Books & supplies \$53,000 Services & other operating expenditures \$111,000 Source: LCFF funding (general fund)

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
6. Increase parent and family engagement	P3	Actions/Services at 24 schools to increase family engagement specifically for families of low income students	School-wide		Action/Service: Increase family engagement specifically for families of low income students Expense: Certificated salary \$124,000 Classified salary \$48,000 Employee Benefits \$75,000 Books & supplies \$30,000 Services & other operating expenditures \$49,000 Source: LCFF funding (general fund)	Action/Service: Increase family engagement specifically for families of low income students Expense: Certificated salary \$126,000 Classified salary \$49,000 Employee Benefits \$76,000 Books & supplies \$30,000 Services & other operating expenditures \$49,000 Source: LCFF funding (general fund)	Action/Service: Increase family engagement specifically for families of low income students Expense: Certificated salary \$128,000 Classified salary \$49,000 Employee Benefits \$77,000 Books & supplies \$30,000 Services & other operating expenditures \$49,000 Source: LCFF funding (general fund)
5. Increase student engagement	P5, P6	Increase student engagement in the classroom: Increase Restorative Justice practices from early elementary grades through high school to reduce disproportionality in school discipline, improve school climate, and keep students in the classroom engaged in	LEA-wide		Action/Service: Fund 3 Restorative Justice (RJ) coaches to support up to 30 K-12 schools, and 5 RJ Coordinators for expansion of 2.5FTE RJ Coordinators for 5 new sites Expense: Classified salary and benefits \$320,000 Services and other	Action/Service: Maintain 3 and hire 3 Restorative Justice (RJ) coaches for 60 K-12 schools, Maintain 2.5 FTE RJ Coordinators and add an additional 2.5 FTE RJ Coordinators for total of 10 sites Expense: Classified salary and benefits \$ 640,000	Action/Service: Maintain 6 and hire 2 Restorative Justice coaches for all K-12 school, Maintain 5.0 FTE RJ Coordinators and add 2.5 FTE RJ Coordinators for total of 15 sites Expense: Classified salary and benefits \$853,000 Services and other

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
		learning.			expenditures \$150,000 Source: \$350K LCFF funding (general fund), \$120K LEA/MediCal,	Services and other expenditures \$300,000 Source: \$820K LCFF funding (general fund), 120K LEA/MediCal	expenditures \$450,000 Source: \$1.13M LCFF funding (general fund), \$120K LEA/MediCal
5. Increase student engagement	P4, P5	Actions/Services at 55 schools to increase student engagement in the classroom	School-wide		Action/Service: increase student engagement in the classroom Expense: Certificated salary \$248,000 Classified salary \$32,000 Employee Benefits \$122,000 Books & supplies \$35,000 Services & other operating expenditures \$110,000 Source: LCFF funding (general fund)	Action/Service: increase student engagement in the classroom Expense: Certificated salary \$252,000 Classified salary \$32,000 Employee Benefits \$124,000 Books & supplies \$35,000 Services & other operating expenditures \$110,000 Source: LCFF funding (general fund)	Action/Service: increase student engagement in the classroom Expense: Certificated salary \$255,000 Classified salary \$33,000 Employee Benefits \$126,000 Books & supplies \$35,000 Services & other operating expenditures \$110,000 Source: LCFF funding (general fund)
2. Increase proficiency in state academic standards 5. Increase student engagement	P4, P6	Actions/Services at 35 schools to extend teaching and learning time with Effective Educators	School-wide		Action/Service: Extend teaching and learning time with Effective Educators Expense: Certificated salary \$467,000 Classified salary	Action/Service: Extend teaching and learning time with Effective Educators Expense: Certificated salary \$474,000 Classified salary	Action/Service: Extend teaching and learning time with Effective Educators Expense: Certificated salary \$481,000 Classified salary

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
					\$183,000 Employee Benefits \$283,000 Books & supplies \$35,000 Services & other operating expenditures \$110,000 Source: LCFF funding (general fund)	\$186,000 Employee Benefits \$287,000 Books & supplies \$35,000 Services & other operating expenditures \$110,000 Source: LCFF funding (general fund)	\$189,000 Employee Benefits \$292,000 Books & supplies \$35,000 Services & other operating expenditures \$110,000 Source: LCFF funding (general fund)
1. Increase college and career ready graduates 5. Increase student engagement	P4, P5, P6	Invest in Social and Emotional Learning in middle schools and high schools to increase student engagement and achievement.	LEA-wide			Action/Service: Hire Social Emotional Learning Program Managers – 1 FTE for middle school, 1 FTE for high school Expense: Classified salary and benefits \$180,000 Source: LCFF funding (general fund)	Action/Service: Maintain Social Emotional Learning Program Managers – 1 FTE for middle school, 1 FTE for high school Expense: Classified salary and benefits \$183,000 Source: LCFF funding (general fund)
1. Increase college and career ready graduates 5. Increase student engagement	P4, P5, P6	Expand Manhood Development Program in secondary schools to increase engagement and achievement of African American male students.			Action/Service: Hire 2 FTE Manhood Development teachers Expense: Certificated salary and benefits \$140,000 Source: LCFF funding (general fund)	Action/Service: Maintain 2 FTE Manhood Development teachers Expense: Certificated salary and benefits \$142,000 Source: LCFF funding (general fund)	Action/Service: Maintain 2 FTE Manhood Development teachers Expense: Certificated salary and benefits \$144,000 Source: LCFF funding (general fund)

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
5. Increase student engagement	P5, P6	Ensure a welcoming, safe and healthy school climate: Increase education on bullying in grades Transitional Kindergarten through 5, on commercially sexually exploited children in grades 6-8, and on LGBTQ at high school.	LEA-wide		Action/Service: Purchase curriculum materials for all schools Expense: Books and supplies \$45,000 Source: Alameda County grant; Centers for Disease Control grant Action/Service: Hire Program Specialist for curriculum implementation Expense: Services and other operational expenditures \$112,000 Source: Title I and Title II	Action/Service: Purchase curriculum materials for all schools Expense: Books and supplies \$45,000 Source: Alameda County grant; Centers for Disease Control grant Action/Service: Maintain Program Specialist for curriculum implementation Expense: Services and other operational expenditures \$112,000 Source: Title I and Title II	Action/Service: Purchase curriculum materials for all schools Expense: Books and supplies \$45,000 Source: Alameda County grant; Centers for Disease Control grant Action/Service: Maintain Program Specialist for curriculum implementation Expense: Services and other operational expenditures \$112,000 Source: Title I and Title II
5. Increase student engagement	P5, P6	Develop and implement Pre-K-12 health education curriculum that includes nutrition, alcohol, tobacco and other drugs, and family life/sexual health. This includes purchase of curriculum materials, training for teachers, and stipends for site-			Action/Service: Purchase curriculum materials sexual health curriculum in high school Expense: Books and supplies \$10,000 Source: Bechtel and Centers for Disease Control grants	Action/Service: Purchase curriculum materials sexual health curriculum in middle schools Expense: Books and supplies \$10,000 Source: Centers for Disease Control grant	Action/Service: Purchase curriculum materials sexual health curriculum in elementary schools Expense: Books and supplies \$10,000 Source: Centers for Disease Control 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
		based coordinators.			<p>Action/Service: Provide stipends for training teachers in health education curriculum Expense: Professional development \$10,000 Source: Bechtel and Centers for Disease Control grants</p> <p>Action/Service: Provide stipends for site-based coordinator Expense: Services and other operational expenditures \$10,000 Source: Bechtel and Centers for Disease Control grants</p>	<p>Action/Service: Provide stipends for training teachers in health education curriculum Expense: Professional development \$10,000 Source: Bechtel and Centers for Disease Control grants</p> <p>Action/Service: Provide stipends for site-based coordinator Expense: Services and other operational expenditures \$10,000 Source: Bechtel and Centers for Disease Control grants</p>	<p>Action/Service: Provide stipends for training teachers in health education curriculum Expense: Professional development \$10,000 Source: Bechtel and Centers for Disease Control grants</p> <p>Action/Service: Provide stipends for site-based coordinator Expense: Services and other operational expenditures \$10,000 Source: Bechtel and Centers for Disease Control grants</p>
5. Increase student engagement	P5, P6	Provide staffing for HIV/Sexually Transmitted Disease Prevention education in schools.	LEA-wide		<p>Action/Service: Hire 1 FTE Health Science Teacher on Special Assignment and .2 FTE Manager, HIV/Sexually Transmitted Disease Prevention Expense:</p>	<p>Action/Service: Maintain 1 FTE Health Science Teacher on Special Assignment and .2 FTE Manager, HIV/Sexually Transmitted Disease Prevention Expense:</p>	<p>Action/Service: Maintain 1 FTE Health Science Teacher on Special Assignment and .2 FTE Manager, HIV/Sexually Transmitted Disease Prevention Expense:</p>

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
					Classified salary and benefits \$120,000 Source: Bechtel and Centers for Disease Control grants	Classified salary and benefits \$120,000 Source: Grants	Classified salary and benefits \$120,000 Source: Grants
5. Increase student engagement	P5, P6	Implement systems to track and intervene for students at-risk. This includes case management, mental health services and crisis response, behavioral support coaching for schools, and systems to increase uninterrupted health coverage for students.	LEA-wide			Action/Service: Hire Case Manager for students referred to Disciplinary Hearing Panel and/or School Attendance Review Board Expense: Classified salary and benefits \$100,000 Source: LCFF funding (general fund)	Action/Service: Maintain Case Manager for students referred to Disciplinary Hearing Panel and/or School Attendance Review Board Expense: Classified salary and benefits \$101,500 Source: LCFF funding (general fund)
5. Increase student engagement	P4, P5, P6	Expand Positive Behavior Intervention Supports at schools throughout the district to keep more students in the classroom engaged in learning.			Action/Service: Hire 4 FTE Positive Behavior Intervention Supports Coaches for preschool through high school Expense: Classified salary and benefits \$330,000 Services and other expenditures \$200,000 Source:	Action/Service: Maintain 4 Positive Behavior Intervention Supports Coaches for preschool through high school, add 2 FTE PBIS Coaches Expense: Classified salary and benefits \$550,000 Services and other expenditures \$200,000	Action/Service: Hire Maintain 6 PBIS Coaches for preschool through high school Expense: Classified salary and benefits \$550,000 Services and other expenditures \$200,000 Source: Coordinated Early Intervening Services

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
					Coordinated Early Intervening Services funds	Source: Coordinated Early Intervening Services funds	funds
1. Increase college and career ready graduates 5. Increase student engagement	P5	Provide Success Mentors focused on positive student attendance and reducing chronic absence to keep more students on track to graduation.				Action/Service: Hire 1.5 FTE Success Mentors for attendance/ reducing chronic absence Expense: Classified salary and benefits \$150,000 Source: LCFF funding (general fund)	Action/Service: Hire 2 FTE Success Mentors for attendance/ reducing chronic absence Expense: Classified salary and benefits \$202,000 Source: LCFF funding (general fund)
5. Increase student engagement	P5, P6	Provide universal mental health services including crisis response and trauma-informed services to students and schools in need.			Action/Service: Fund 4 MH Regional Managers to support trauma informed mental health services including crisis response Expense: Classified salary and benefits \$521,000 Source: LEA/MediCal and Alameda County	Action/Service: Maintain 4 MH Regional Managers, add 1 additional MH manager for PREK to support trauma informed mental health services including crisis response Expense: Classified salary and benefits \$652,000 Source: LEA/MediCal and Alameda County	Action/Service: Maintain 5 MH Regional Managers to support trauma informed mental health services including crisis response Expense: Classified salary and benefits \$652,000 Source: LEA/MediCal and Alameda County

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
5. Increase student engagement 6. Increase parent and family engagement	P3, P5	Provide central coordination of services to link students and families to health care coverage options in order to increase the share of students who have uninterrupted health care coverage.			Action/Service: Hire central Family Resource Center Coordinator to increase students with uninterrupted health coverage Expense: Classified salary and benefits? \$100,000 Source: Local grant	Action/Service: Maintain central Family Resource Center Coordinator to increase students with uninterrupted health coverage Expense: Classified salary and benefits? \$100,000 Source: Local grant	Action/Service: Maintain central Family Resource Center Coordinator to increase students with uninterrupted health coverage Expense: Classified salary and benefits? \$100,000 Source: Local grant
1. Increase college and career ready graduates 2. Increase student engagement	P4, P5, P6	Actions/Services at 23 schools to implement systems to track and intervene for students at-risk.	School-wide		Action/Service: Implement systems to track and intervene for students at-risk. Expense: Certificated salary \$82,000 Classified salary \$21,000 Employee Benefits \$45,000 Books & supplies \$16,000 Services & other operating expenditures \$11,000 Source: LCFF funding (general fund)	Action/Service: Implement systems to track and intervene for students at-risk. Expense: Certificated salary \$83,000 Classified salary \$21,000 Employee Benefits \$46,000 Books & supplies \$16,000 Services & other operating expenditures \$11,000 Source: LCFF funding (general fund)	Action/Service: Implement systems to track and intervene for students at-risk. Expense: Certificated salary \$84,000 Classified salary \$22,000 Employee Benefits \$46,000 Books & supplies \$16,000 Services & other operating expenditures \$11,000 Source: LCFF funding (general fund)
1. Increase college and career ready	P4, P5, P6, P7	Tiered support for schools: Provide central leadership	LEA-wide		Action/Service: Hire Tier III Executive Director and 4 Directors	Action/Service: Maintain Tier III Executive Director and	Action/Service: Maintain Tier III Executive Director and

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>graduates</p> <p>2. Increase proficiency on state academic standards</p>		<p>staffing for Tier III intervention and support for highest need schools: Provide New school incubation or school transformation models for Tier III high schools</p>			<p>of Instruction for Tier 1, II, and III schools and network leadership Expense: Classified salary and benefits \$690,000 Source: LCFF funding (general fund)</p>	<p>4 Directors of Instruction for Tier 1, II, and III schools and network leadership Expense: Classified salary and benefits \$700,350 Source: LCFF funding (general fund)</p>	<p>4 Directors of Instruction for Tier 1, II, and III schools and network leadership Expense: Classified salary and benefits \$710,850 Source: LCFF funding (general fund)</p>
<p>1. Increase college and career ready graduates</p> <p>2. Increase proficiency on state academic standards</p> <p>3. Increase grade-level reading</p> <p>4. Increase student engagement</p>	<p>P2, P3, P4, P5, P6, P7, P8</p>	<p>Provide high quality staffing for Tier III high schools, including: - master teachers in English Language Arts and Math; - Career Pathway leads to increase quality of pathways at highest needs high schools, - Operational Support Managers for priority central services, - Increased FTE for Manhood Development Program teachers to provide Tier III intervention coaching for staff and leadership - Case managers/ advocates for African male students at 4 Tier III high schools</p>	<p>Schoolwide</p>	<p>Action/Service: Hire 6 FTE master teachers and 1.5 FTE Manhood Development teachers Expense: Certificated salary and benefits \$700,000 Source: Title I (ESEA Waiver)</p>	<p>Action/Service: Hire 6 FTE master teachers and 1.5 FTE Manhood Development teachers Expense: Certificated salary and benefits \$710,500 Source: Title I (ESEA Waiver)</p> <p>Action/Service: Hire 2 FTE Career Pathway Leads, 1.5 FTE Operational Support Managers, and 4 FTE case managers Expense: Classified salary and benefits \$650,000 Source: Title I (ESEA Waiver), LCFF funding (general</p>	<p>Action/Service: Hire 6 FTE master teachers and 1.5 FTE Manhood Development teachers Expense: Certificated salary and benefits \$721,000 Source: Title I (ESEA Waiver)</p> <p>Action/Service: Maintain 2 Career Pathway Leads, 1.5 Operational Support Managers, and 4 FTE case managers Expense: Classified salary and benefits \$660,000 Source: Title I (ESEA Waiver), LCFF funding (general</p>	

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
						fund)	fund)
1. Increase college and career ready graduates 2. Increase proficiency on state academic standards 4. Increase student engagement	P2, P3, P4, P5, P6, P7, P8	Tier III school design: Invest in new school incubation as one path to transforming Tier III high schools. Provide staff to lead new school incubation and schools designed to foster African American male achievement.	LEA-wide			Action/Service: Hire New School Incubation Manager and African American Male Achievement School Design Coordinator Expense: Classified salary and benefits \$250,000 Source: Title I (ESEA Waiver) and LCFF funding (general fund)	Action/Service: Hire New School Incubation Manager and African American Male Achievement School Design Coordinator Expense: Classified salary and benefits \$250,000 Source: Title I (ESEA Waiver) and LCFF funding (general fund)
1. Increase college and career ready graduates 2. Increase proficiency on state academic standards 4. Increase student engagement	P4, P5, P6	Invest in expanding grade levels for high quality schools serving low income students (e.g., expand from grades K-5 to K-8, or expand from grades 6-8 to 6-12).	LEA-wide		Action/Service: Hire 1.5 Teachers on Special Assignment for planning and coordination, and to teach inaugural 6 th grade program at Parker expansion Expense: Certificated salary and benefits \$128,000 Source: Title I (ESEA Waiver)	Action/Service: Maintain 1.5 Teachers on Special Assignment for grade level expansion of quality schools Expense: Certificated salary and benefits \$130,000 Source: Title I (ESEA Waiver) Action/Service: Hire Quality School Expansion Manager and 2 FTE School Site Planning Coordinators	Action/Service: Maintain 1.5 Teachers on Special Assignment for grade level expansion of quality schools Expense: Certificated salary and benefits \$132,000 Source: Title I (ESEA Waiver) Action/Service: Maintain Quality School Expansion Manager and 2 FTE School Site Planning Coordinators

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
						Expense: Classified salary and benefits \$400,000 Source: Title I (ESEA Waiver)	Expense: Classified salary and benefits \$406,000 Source: Title I (ESEA Waiver)
1. Increase college and career ready graduates 2. Increase proficiency in state academic standards 3. Increase student engagement	P2, P4, P6	Increase staffing for School Quality Reviews in order to implement three-year review cycle for all schools.	LEA-wide			Action/Service: Hire 2 FTE School Quality Review Lead Evaluators Expense: Classified salary and benefits \$250,000 Source: Title I (ESEA Waiver)	Action/Service: Maintain 2 FTE School Quality Review Lead Evaluators Expense: Classified salary and benefits \$254,000 Source: Title I (ESEA Waiver)
4. Increase the rate of English Learners reaching English fluency 6. Increase parent and family engagement	P3, P4	For English learners: Family Engagement: Increase outreach, engagement, and support for parents and families of English Learner students on topics such as English fluency reclassification, Common Core State Standards, California English language development standards, and how to support students in English and in	LEA-wide		Action/Service: Produce multi-lingual materials and workshops for parents of English Learner students Expense: Services and other operational expenditures \$10,000 Source: LCFF funding (general fund)	Action/Service: Produce multi-lingual materials and workshops for parents of English Learner students Expense: Services and other operational expenditures \$10,000 Source: LCFF funding (general fund)	Action/Service: Produce multi-lingual materials and workshops for parents of English Learner students Expense: Services and other operational expenditures \$10,000 Source: LCFF funding (general fund)

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
		language spoken at home.					
<p>1. Increase college and career ready graduates</p> <p>2. Increase proficiency on state academic standards</p> <p>3. Increase grade-level reading</p> <p>4. Increase the rate of English Learners reaching English fluency</p>	P2, P3, P4, P5, P7	Provide Full Access to Common Core State Standards: Increase bilingual teachers and site-based English Learner specialists and teachers to enable differentiated instruction for newcomers, Long-term English Learners, and Redesignated Fluent English Proficient students at all schools.	LEA-wide		<p>Action/Service: Hire 5 FTE bilingual teachers to support bilingual classes and programs and build inclusive school culture Expense: Certificated salary and benefits \$400,000 Source: LCFF funding (general fund)</p>	<p>Action/Service: Maintain 5 FTE bilingual teachers to support bilingual classes and programs and build inclusive school culture Expense: Certificated salary and benefits \$406,000 Source: LCFF funding (general fund)</p> <p>Action/Service: Hire 2 FTE site-based specialists Expense: Certificated salary and benefits \$220,000 Source: LCFF funding (general fund)</p> <p>Action/Service: Fund 4 FTE site-based literacy/English Learner teachers to support 30% of sites with English Learner population of 30% or higher</p>	<p>Action/Service: Maintain 5 FTE bilingual teachers to support bilingual classes and programs and build inclusive school culture Expense: Certificated salary and benefits \$412,100 Source: LCFF funding (general fund)</p> <p>Action/Service: Maintain 2 FTE site-based specialists Expense: Certificated salary and benefits \$223,300 Source: LCFF funding (general fund)</p> <p>Action/Service: Fund 4 FTE site-based literacy/English Learner teachers to support 30% of sites with English Learner population of 30% or higher</p>

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>Action/Service: Hire 1 FTE English Learner specialist to guide secondary counselors and administrators in course placement</p> <p>Expense: Certificated salary and benefits \$110,000</p> <p>Source: LCFF funding (general fund)</p>	<p>Expense: Certificated salary and benefits \$400,000</p> <p>Source: LCFF funding (general fund)</p> <p>Action/Service: Maintain 1 FTE English Learner specialist to guide secondary course placement</p> <p>Expense: Certificated salary and benefits \$111,500</p> <p>Source: LCFF funding (general fund)</p> <p>Action/Service: Provide professional development to site-based literacy/English Learner teachers</p> <p>Expense: Professional development \$100,000</p> <p>Source: LCFF funding (general fund)</p>	<p>Expense: Certificated salary and benefits \$406,000</p> <p>Source: LCFF funding (general fund)</p> <p>Action/Service: Maintain 1 FTE English Learner specialist to guide secondary course placement</p> <p>Expense: Certificated salary and benefits \$113,200</p> <p>Source: LCFF funding (general fund)</p> <p>Action/Service: Provide professional development to site-based literacy/English Learner teachers</p> <p>Expense: Professional development \$100,000</p> <p>Source: LCFF funding (general fund)</p>

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
							Action/Service: Hire 2 FTE English Learner specialists to support development of quality programs at 6 middle and high school newcomer centers Expense: Certificated salary and benefits \$220,000 Source: LCFF funding (general fund)
1. Increase college and career ready graduates 2. Increase proficiency in state academic standards 4. Increase the rate of English Learners reaching English fluency	P2, P4, P5, P7	Provide Full Access to Common Core State Standards: Purchase instructional and assessment materials for English Language Development, including online tools for Blended Learning, and correct course placement in middle school and high school.	LEA-wide		Action/Service: Purchase online modules, classroom videos and virtual learning communities for teachers to share best reading practices Expense: Services and other operating expenditures \$250,000 Source: Grants Action/Service: Purchase instructional and assessment materials and online tools Expense: Services and other operational	Action/Service: Purchase online modules, classroom videos and virtual learning communities for teachers to share best reading practices Expense: Services and other operating expenditures \$250,000 Source: Grants Action/Service: Purchase instructional and assessment materials and online tools Expense: Services and other operational	Action/Service: Purchase online modules, classroom videos and virtual learning communities for teachers to share best reading practices Expense: Services and other operating expenditures \$250,000 Source: Grants Action/Service: Purchase instructional and assessment materials and online tools Expense: Services and other operational

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
					expenditures \$70,000 Source: LCFF funding (general fund)	expenditures \$70,000 Source: LCFF funding (general fund)	expenditures \$70,000 Source: LCFF funding (general fund)
1. Increase college and career ready graduates 4. Increase the rate of English Learners reaching English Learners reaching English fluency and proficiency 5. Student Engagement 7. School Climate	P2, P4, P5, P6, P7	Accelerated learning: Pilot accelerated language development course for English Learners and Long-term English Learners at 3 sites, and develop secondary English Learner lab schools for learning from best practices.	LEA-wide		Action/Service: Purchase materials for accelerated learning pilot for English Learners Expense: Books and other supplies \$25,000 Source: LCFF funding (general fund) Action/Service: Hire 2 FTE site-based English Learner specialists to support secondary English Learner lab school development Expense: Certificated salary and benefits \$220,000 Source: LCFF funding (general fund)	Action/Service: Purchase materials for accelerated learning pilot for English Learners Expense: Books and other supplies \$25,000 Source: LCFF funding (general fund) Action/Service: Maintain 2 FTE site-based English Learner specialists for secondary English Learner lab school Expense: Certificated salary and benefits \$220,000 Source: LCFF funding (general fund)	Action/Service: Purchase materials for accelerated learning pilot for English Learners Expense: Books and other supplies \$25,000 Source: LCFF funding (general fund) Action/Service: Maintain 2 FTE site-based English Learner specialists for secondary English Learner lab school Expense: Certificated salary and benefits \$220,000 Source: LCFF funding (general fund)
2. Increase proficiency in	P4, P5, P6, P7	Develop systems to monitor English	LEA-wide			Action/Service: Hire Analytics Specialist	Action/Service: Hire Analytics Specialist

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
state academic standards 4. Increase the rate of English Learners reaching English fluency		Learner reclassification rates and trends, and to produce data reports, dashboards, and analysis related to English Learners and Redesignated Fluent English Proficient students.				to produce English Learner/Redesignated Filuent English Proficient reports, dashboards, analysis Expense: Classified salary and benefits \$115,000 Source: LCFF funding (general fund)	to produce English Learner/Redesignated Filuent English Proficient reports, dashboards, analysis Expense: Classified salary and benefits \$117,000 Source: LCFF funding (general fund)
3. Increase grade-level reading 4. Increase the rate of English Learners reaching English fluency	P4	Actions/Services at 64 schools to raise achievement of English Learners	School-wide		Action/Service: Raise achievement of English Learners Expense: Certificated salary \$1,698,000 Classified salary \$474,000 Employee Benefits \$946,000 Books & supplies \$218,000 Services & other operating expenditures \$397,000 Source: LCFF funding (general fund)	Action/Service: Raise achievement of English Learners Expense: Certificated salary \$1,723,000 Classified salary \$481,000 Employee Benefits \$960,000 Books & supplies \$218,000 Services & other operating expenditures \$397,000 Source: LCFF funding (general fund)	Action/Service: Raise achievement of English Learners Expense: Certificated salary \$1,749,000 Classified salary \$488,000 Employee Benefits \$975,000 Books & supplies \$218,000 Services & other operating expenditures \$397,000 Source: LCFF funding (general fund)
3. Increase grade-level reading	P3, P4	For foster youth: Foster parent/family engagement: Develop	LEA-wide		Action/Service: Provide materials and	Action/Service: Provide materials and	Action/Service: Provide materials and

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
6. Increase parent and family engagement		and provide family engagement and parent educational materials and workshops linked to literacy and academic learning at home.			workshops for foster parents/families Expense: Services and other operational expenditures \$10,000 Source: LCFF funding (general fund)	workshops for foster parents/families Expense: Services and other operational expenditures \$10,000 Source: LCFF funding (general fund)	workshops for foster parents/families Expense: Services and other operational expenditures \$10,000 Source: LCFF funding (general fund)
1. Increase college and career ready graduates 2. Increase proficiency on state academic standards 3. Increase grade-level reading	P3, P4, P5	Provide comprehensive services at every site, including Foster Youth liaisons at elementary and middle schools and regional staffing to support all schools serving foster youth. The goal is for 90% of foster youth to be identified and connected to services at the school sites and with community-based organizations that work with foster youth.	LEA-wide			Action/Service: Provide stipend for foster youth liaison training in Coordination of Services Team at school sites Expense: Professional development \$7,500 Source: LCFF funding (general fund) Action/Service: Hire additional regional staff to support Foster Youth program Expense: Classified salary and benefits \$120,000 Source: LCFF funding (general fund)	Action/Service: Provide stipend for foster youth liaison training in Coordination of Services Team at school sites Expense: Professional development \$7,500 Source: LCFF funding (general fund) Action/Service: Maintain additional regional staff to support Foster Youth program Expense: Classified salary and benefits \$121,800 Source: LCFF funding (general fund)

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
1. Increase college and career ready graduates 5. Increase student engagement	P4, P5, P7	Provide priority placement in afterschool and credit recovery programs, individualized high school transcript analysis with dedicated high school counselor to support student achievement and graduation.	LEA-wide		<p>Action/Service: Hire teacher and part-time counselor for summer school class for Foster Youth credit recovery Expense: Certificated salary and benefits \$12,000 Source: LCFF funding (general fund)</p> <p>Action/Service: Provide additional afterschool program spaces for new Foster Youth that enter OUSD Expense: Services and other operational expenditures \$10,000 Source: LCFF funding (general fund)</p>	<p>Action/Service: Provide summer school class for Foster Youth credit recovery Expense: Certificated salary and benefits \$12,000 Source: LCFF funding (general fund)</p> <p>Action/Service: Provide additional afterschool program spaces for new Foster Youth that enter OUSD Expense: Services and other operational expenditures \$10,000 Source: LCFF funding (general fund)</p> <p>Action/Service: Provide stipends for designated academic counselor working directly with Foster Youth</p>	<p>Action/Service: Provide summer school class for Foster Youth credit recovery Expense: Certificated salary and benefits \$12,000 Source: LCFF funding (general fund)</p> <p>Action/Service: Provide additional afterschool program spaces for new Foster Youth that enter OUSD Expense: Services and other operational expenditures \$10,000 Source: LCFF funding (general fund)</p> <p>Action/Service: Provide stipends for designated academic counselor working directly with Foster Youth</p>

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
						Expense: Services and other operational expenditures \$7,500 Source: LCFF funding (general fund)	Expense: Services and other operational expenditures \$7,500 Source: LCFF funding (general fund)
1. Increase college and career ready graduates 2. Increase proficiency in state academic standards 3. Increase grade-level reading	P4	Actions/Services at 34 schools to raise achievement of Foster Youth	School-wide		Action/Service: Raise achievement of Foster Youth Expense: Certificated salary \$194,000 Classified salary \$25,000 Employee Benefits \$96,000 Books & supplies \$49,000 Services & other operating expenditures \$110,000 Source: LCFF funding (general fund)	Action/Service: Raise achievement of Foster Youth Expense: Certificated salary \$197,000 Classified salary \$25,000 Employee Benefits \$97,000 Books & supplies \$49,000 Services & other operating expenditures \$110,000 Source: LCFF funding (general fund)	Action/Service: Raise achievement of Foster Youth Expense: Certificated salary \$200,000 Classified salary \$26,000 Employee Benefits \$99,000 Books & supplies \$49,000 Services & other operating expenditures \$110,000 Source: LCFF funding (general fund)
		For redesignated fluent English proficient pupils: Develop and support implementation of Academic Language Development modules				Action/Service: Materials and stipend/subs for teacher Professional development and	Action/Service: Materials and stipend/subs for teacher Professional development and

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						planning (\$100,000) Expense: Services and other operational expenditures \$100,000 Source: LCFF funding (general fund)	planning (\$100,000) Expense: Services and other operational expenditures \$100,000 Source: LCFF funding (general fund)
		Also see Action for English Learners, above: Develop systems to monitor English Learner reclassification rates and trends					

- 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.)

In Oakland Unified School District, the percentage of unduplicated students within the target subgroups is approximately 77.6% of the overall student population. The estimated supplemental and concentration grant funding is \$20,500,000. Out of this amount, approximately \$6,000,000 of the Local Control Accountability Formula supplemental and concentration grant funds were budgeted district-wide for expenditures such as increased professional preparation, learning and planning time, expand implementation of performance evaluation systems, increased assessment tools and supports to enhance literacy instruction and intervention, Tier III intensive supports for high needs schools, robust career pathways (Linked Learning) at all high schools, services supporting social/emotional/physical/mental health, increased differentiated academic and social emotional supports for students and schools, increased and enhanced parent engagement for parents of foster youth, English Learners, and low income students, including elective teachers, literacy specialists, instructional coaches, pathway coordinators, data analysts, Restorative Justice coaches and coordinators, and translators. The remaining \$14,500,000 of supplemental and concentration funds were allocated to 86 schools based on their unduplicated number of English learner students, low-income students, and Foster Youth to ensure that schools can increase and enhance services to the targeted subgroups as well as school-wide for those schools above 40% enrollment of unduplicated pupils. Please see the attached listing of schools and allocations by site for the detail of how much went to each school.

- 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 calculated percentage by which services must be increased for the unduplicated count is 7.99% or equivalent to \$20,429,961. As mentioned

in Section 3C, these funds were allocated to all schools that have low-income and English Language Learners populations. Schools that previously did not get an allocation for these students due to the low percentage of low-income students are now getting a portion of the LCFF supplemental and concentration funds and will now be able to be provided increased services to the targeted students. Schools with higher concentrations of low-income students, English Language Learners, and foster youth in high stress neighborhood are getting higher LCFF supplemental and concentration sfunds. Our unduplicated count is 77.6%. We must increase our spending for low income students, foster youth and English Language Learners as follows: 2014-15: \$20,429,961, 2015-16: \$22,604,115; 2016-17: \$14,819,872.

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.