§ 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
Background The Ontario-Montclair School District serves over 22,500 students at 32 school sites and several other special function sites. In addition to serving transitional Kindergarten through 8th Grade students, the District also offers preschool offerings.	
LCAP Steering Committee In an advisory role, the District created an LCAP steering committee, which consisted of representatives from many District interests, including Certificated and Classified bargaining units, general education parents, special education parents, English language learners, site principals, and District staff, among others (e.g., District pupils, parent representatives from other District specialized academic programs).	The LCAP steering committee has been invaluable in not only providing suggestions/consultation on goals and actions related to the LCFF/LCAP, but also in helping to publicize the desire for stakeholder engagement. A large focus of the committee has been a multi-layered prioritizing of potential actions, many of which appear below.
Parent Involvement/Engagement The District also has in place a diverse parent involvement structure, which includes the following committees/groups: District Advisory Committee (DAC) School Advisory Committee (SAC) District English Learner Advisory Committee (DELAC) School English Learner Advisory Committee (ELAC) School Site Council (SSC) District/School Liaison Team (DSLT)	Similarly, the various parent involvement groups have been providing feedback to the District on their desired actions. These have come in many forms, including via public comment, committee participation, and survey results.
Specific LCAP Stakeholder Engagement Activities As outlined below, the District has engaged LCAP stakeholders in several ways:	

Involvement Process	Impact on LCAP
July – January	
• Staff education, analysis and planning for LCFF/LCAP process	• Staff was able to learn more about the process and proposed/actual LCFF/LCAP regulations.
February	
• LCAP Steering Committee Meeting #1	• Committee Meeting #1 was more educational in nature to provide background and context to the LCFF/LCAP process.
March	
• LCAP Steering Committee Meeting #2	• Committee Meeting #2 was geared towards the prioritization of the 8 State priorities.
• LCAP Survey #1 Posted to web site Link to Survey #1 sent to entire OMSD staff Link to Survey #1 distributed to community Highlighted in 'Constant Contact' e-mail to community	• LCAP Survey #1 was also geared towards the prioritization of the 8 State priorities. We received 367 responses from staff and community. The results of the survey indicated the highest local priority of the 8 State priorities were: Pupil Achievement, Student Engagement, and Common Core Standards
April	
• Presentation on LCFF/LCAP overview made to DELAC and DAC parent groups	• The purpose of this joint meeting was to educate the groups on the LCFF/LCAP process.
• LCAP Steering Committee Meeting #3	• Committee Meeting #3 was geared towards the identification of more specific actions within the 8 State priorities.
• Conducted 'Town Hall' meeting for community input Solicited participation via 'Constant Contact' e-mail Solicited participation via phone call message home Solicited participation via staff e-mail	• The 'Town Hall' meeting was attended by approximately 100 people. After a brief introduction and LCFF/LCAP background presentation, the floor was open to public speakers. There were 14 speakers on, with various topics.
• As part of regular Principal's Meeting, LCFF/LCAP discussed and feedback received from school site administration. School sites also conducted multiple meetings with parents and community members representing all subgroups through typical meeting channels (School Site Council, ELAC, 'Coffee with Principal'). In addition, a State Priorities survey was sent home with students	• The various site meetings conducted by principals had varying participation, but all participants were asked for written comments and to rank the 8 State Priorities. Each of these were tabulated for LCAP usage. The various comments and suggestions included reducing class sizes, increasing intervention assistance, and upgrading technology. In total, over 80 meetings were conducted with approximately 1,750 staff and community members. From these meetings, a survey on the State Priorities was requested, of which, over 2,300 were returned.
• OMSD employs a Director of Child Welfare and Attendance, who also serves as the Foster Youth coordinator/liaison	• During the year, the OMSD Foster Youth coordinator receives

Involvement Process	Impact on LCAP
	information and feedback from Foster Youth parents.
• LCAP Steering Committee Meeting #4	• Committee Meeting #4 was a review of the more specific action listing developed at the prior committee meeting and a general review of the financial implications of each potential action.
• LCAP Survey #2 Posted to web site Link to Survey #2 sent to the entire OMSD staff Link to Survey #2 distributed to community Highlighted in 'Constant Contact' e-mail to community	• LCAP Survey #2 asked participants to prioritize the specific actions developed through the date of the survey. We received 519 responses from staff and community. The results of the survey indicated the local priorities of the potential actions were: Class-size reduction, technology improvements, and parent communications
May	
• LCAP Steering Committee Meeting #5 • Draft LCAP #1 presentations To Board of Trustees To DELAC and DAC parent groups To LCAP Steering Committee To Special Education parent groups Posted to web site Solicited comments to draft plan	• Committee Meeting #5 was a review of the draft LCAP. Draft LCAP #1 presentation was developed and presented to give all stakeholders a first look at the District's efforts on the LCAP through the 'Draft' date. Specifically, the Board of Trustees gave feedback to staff regarding the draft Plan. In general, the Plan appears to align with the District goals and objectives as determined by the Board of Trustees.
• LCAP Steering Committee Meeting #6	• Committee Meeting #6 was soliciting further feedback in preparation of the final LCAP
June	
• Conducted public hearing on LCAP on June 5 Several speakers were heard on a range of topics Included in the speaking group was a middle school student, speaking on the topic of bullying	• The public hearing was conducted at a regularly scheduled Board meeting to give stakeholders an opportunity to express their thoughts on what the LCAP plan should contain. Those considerations have been included in Sections 2 and 3 below. Various comments were heard, with suggestions on topics ranging from Special Education to bullying to English Language learners.
• Updated draft LCAP as needed based on feedback from Steering Committee, Survey #2, public hearing, other public comments	• Based on feedback received to date, including the public hearing, staff updated the LCAP accordingly.
• Adopted final LCAP at a regularly scheduled Board meeting	• Based on the various stakeholder engagement events, comments, and other thoughts, the final LCAP was adopted by the Board of Trustees.

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students? (based on identified metric)**			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014-15**	**Year 2: 2015-16**	**Year 3: 2016-17**	
Need: All students, including English Learners and Special Education youth, need to receive instruction	**Goal 1:** All students will be taught by teachers who are appropriately credentialed and assigned.	All	All		100% of teachers are appropriately assigned and credentialed based on district	Maintain 100% of teachers are appropriately assigned and credentialed based on	Maintain 100% of teachers are appropriately assigned and credentialed based on	**Priority 1:** Basic Services **Priority 4:** Pupil Achievement **Priority 5:**

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from highly qualified teachers. **Metrics:** Misassignment Report					misassignment report.	district misassignment report.	district misassignment report.	Pupil Engagement
Need: Students need to be educated in facilities that are well maintained and free of distractions. **Metrics:** Williams Report	**Goal 2:** All students will be provided with safe school facilities that are clean, in good repair and conducive to learning.	All	All		95% of facilities will have a good or higher rating with minimal deficiencies based on the Williams Report.	97% of facilities will have a good or higher rating with minimal deficiencies based on the Williams Report.	99% of facilities will have a good or higher rating with minimal deficiencies based on the Williams Report.	**Priority 1:** Basic Services **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 6:** School Climate
Need: All students need to meet or exceed grade level standards so they are able to experience	**Goal 3:** The percent of students, including all subgroups (English Learners, students with	All	All		Establish a district baseline to determine current level of academic success in English	5% of all students will increase achievement comparing 2014-15 baseline	5% of all students will increase achievement comparing 2015-16 scores in	**Priority 1:** Basic Services **Priority 2:** Implementation of 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	
academic success in high school and beyond. **Metrics:** SBAC results, district benchmark results, classroom formative and summative assessments, report card grades.	disabilities, Foster Youth, socioeconomically disadvantaged, gifted and talented students, Hispanics, Whites, African-Americans) reaching or exceeding grade level expectations in English Language Arts, Mathematics, Science and Social Studies will increase each year.				Language Arts, Mathematics, Science and Social Studies for all students.	scores in English Language Arts, Mathematics, Science and Social Studies based on multiple measures indicated in the metrics.	English Language Arts, Mathematics, Science and Social Studies based on multiple measures indicated in the metrics.	**Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 7:** Course Access
Need: Students need standards-aligned curriculum and resources to meet the rigors of high school and	**Goal 4:** All students will have access to Common Core aligned instructional	All	All		100% of students will have access to standards based instructional	100% of students will have access to standards based instructional	100% of students will have access to standards based instructional	**Priority 1:** Basic Services **Priority 2:** Implementation of State Standards

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obtain 21st Century skills and knowledge. **Metrics:** Williams Report	materials and resources.				materials and resources.	materials and resources and Common Core aligned Mathematics core instructional materials.	materials and resources and Common Core aligned Mathematics and English Language Arts core instructional materials.	**Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 7:** Course Access
Need: Teachers need to use appropriate Common Core instructional strategies and practices to ensure students are able to meet the rigors of the Common Core Standards and 21st Century skills. **Metrics:** Classroom	**Goal 5:** All Instructional staff will utilize instructional practices and strategies aligned to Common Core English Language Arts and Mathematics, English Language Development, and Next Generation Science Standards.	All	All		Establish a district-wide baseline expectation for implementation of Common Core instructional practices.	Based on quantitative baseline expectation, increase frequency of Common Core instructional practices.	Based on quantitative data of the 2015-16 use of Common Core instructional practice, increase frequency of use of Common Core instructional practices.	**Priority 2:** Implementation of State Standards **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement

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observations, walkthrough data and Professional Learning Community instructional agreements.								
Need: To increase student engagement and ensure all students are successful in high school and beyond, they need access to the core curriculum and a well-rounded elective course offering that meets the diverse interest and needs of students, when appropriate. Currently, each of our middle	**Goal 6:** Increase offerings to provide an enriched course of study.	All	All		Establish a baseline regarding the percent of students who have access to electives at middle schools.	Increase the number of elective classes at middle schools based on 2014-15 baseline by two (2).	Increase the number of elective classes at middle schools based on 2015-16 baseline by two (2).	**Priority 5:** Pupil Engagement **Priority 6:** School Climate **Priority 7:** Course access **Priority 8:** Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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schools offer electives consistent with their general focus areas. **Metrics:** Daily schedules, master schedules and course offerings, student enrollment report.								
Need: Students experiencing learning difficulties need to be promptly identified and provided with appropriate interventions to close the achievement gap. **Metrics:** SST Logs, Special Education referrals, Case	**Goal 7:** All students will be monitored to identify learning gaps and then provided with appropriate interventions.	All	All		Establish a district baseline to determine current level of academic success in English Language Arts and Mathematics, for students.	Align growth with state-wide accountability targets.	Align growth with state-wide accountability targets.	**Priority 3:** Parent Involvement **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 6:** School Climate **Priority 8:** Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Management Logs, RtI[2] intervention rosters								
Need: English Learner students need to be fluent in English to have access to all course offerings. **Metrics:** CELDT AMAO 1 and 2 SBAC CAPA	**Goal 8:** English Learner Students will become proficient in English	English Learner Students	All		Establish baseline targets for the English Learner subgroups according to AMAO 1 and 2. Establish a district baseline to determine current level of academic success in English Language Arts and Mathematics, for English Learners.	Align growth with state-wide accountability targets. Align growth with state-wide accountability targets.	Align growth with state-wide accountability targets. Align growth with state-wide accountability targets.	**Priority 2:** Implementation of State Standards **Priority 3**: Parent Involvement **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 7:** Course Access **Priority 8:** Other Pupil Outcomes

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Need: An achievement gap exists between the general student population and foster youth. **Metrics:** SBAC results, district benchmark results, Report Card grades and formative and summative classroom assessments.	**Goal 9:** The educational outcomes of foster youth will be the same as outcomes achieved by the general student population.	Foster Youth	All		Achievement gap between foster youth and general student population decreased by 5% on each metric.	Achievement gap between foster youth and general student population decreased by 10% on each metric.	Achievement gap between foster youth and general student population decreased by 15% on each metric.	**Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement
Need: Students need access to current technology to acquire 21st Century skills. **Metrics:** School technology	**Goal 10:** Students will use technology to enhance their learning and increase access to the core curriculum.	All	All		Establish a baseline regarding the percent of time students use up- to-date technology as a learning and/or performance	Increase by 5% from the established baseline the time students use up-to-date technology as a learning and/or	Increase by 10% from the established baseline the time students use up-to-date technology as a learning and/or	**Priority 2:** Implementation of State Standards **Priority 3:** Parent Involvement **Priority 4:** Pupil Achievement

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inventory, teacher logs, student schedules, student work samples, student attendance rate, student suspension rate, walk through data, chronic absenteeism rates, and middle school dropout rates.					tool.	performance tool.	performance tool.	**Priority 5:** Pupil Engagement **Priority 6:** School Climate
Need: To optimize learning, students must feel safe and secure at school and feel a sense of community and connectedness. Current school suspension days: 988 Current student	**Goal 11**: Students will be provided opportunities to connect to their school, peers and community.	All	All		Establish baseline regarding CHKS, and School Climate Survey. Decrease school	Increase percent of students who feel safe and secure at school based on CHKS, and School Climate Survey. Decrease school	Increase percent of students who feel safe and secure at school based on CHKS, and School Climate Survey. Decrease school	**Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 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	
attendance rate: 97.3% **Metrics:** California Healthy Kids Survey, School Climate Surveys, Reduced Suspension and Expulsion Rates, Increased Student Attendance Rates, chronic absenteeism rates, and middle school dropout rates.					suspension rates by 5% (or 50 days). Increase student attendance rate by 0.1% (to 97.4%).	suspension rates by 5% (or 50 days). Increase student attendance rate by 0.1% (to 97.5%).	suspension rates by 5% (or 50 days). Increase student attendance rate by 0.1% (to 97.6%).	
Need: In order for schools to optimize student learning and engagement, greater levels of community partnerships and parent	**Goal 12:** Enhance meaningful parent and community partnerships.	All	All		Establish baseline regarding community partnerships at schools and at district level. Establish	10% increase over baseline regarding community partnerships at schools and at district level. 10% increase	20% increase over baseline regarding community partnerships at schools and at district level. 20% increase	**Priority 3**: Parent Involvement **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 6:**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
involvement are needed. **Metrics:** Parent participation logs and sign-in sheets, Community partnership logs.					baseline regarding parent involvement at schools and district level.	over baseline regarding parent involvement at schools and district level.	over baseline regarding parent involvement at schools and district level.	School Climate **Priority 8:** Other Pupil Outcomes

Section 3: Actions, Services, and Expenditures

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

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will

serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions / services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 1: All students will be taught by teachers who are appropriately credentialed and assigned.	**Priority 1:** Basic Services **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement	Recruit and retain highly qualified teachers.	LEA-wide		Attend / sponsor recruitment fairs. $10,000 – Local Control Funding Formula (LCFF) Obj 4000s *new* Use incentives to recruit and retain staff for 'hard-to-fill' positions. $50,000 – LCFF Obj 1000s & 3000s *new* Continue to support beginning teacher programs (e.g., BTSA). $20,000 – LCFF Obj 1000s & 3000s *existing*	Attend / sponsor recruitment fairs. $10,000 – LCFF Obj 4000s *new* Use incentives to recruit and retain staff for 'hard-to-fill' positions. $50,000 - LCFF Obj 1000s & 3000s *new* Continue to support beginning teacher programs (e.g., BTSA). $20,000 - LCFF Obj 1000s & 3000s *existing*	Attend / sponsor recruitment fairs. $10,000 – LCFF Obj 4000s *new* Use incentives to recruit and retain staff for 'hard-to-fill' positions. $50,000 – LCFF Obj 1000s & 3000s *new* Continue to support beginning teacher programs (e.g., BTSA). $20,000 – LCFF Obj 1000s & 3000s *existing*
Goal 2: All students will be provided with safe school	**Priority 1:** Basic Services	Enhance/maintain facilities to ensure they are clean, in	LEA-wide		Increase custodial and/or maintenance staff. $570,000 – LCFF	Increase or maintain custodial and/or maintenance staff.	Increase or maintain custodial and/or maintenance staff.

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
facilities that are clean, in good repair and conducive to learning.	**Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 6:** School Climate	good repair and promote student engagement.			Obj 2000s & 3000s *new* Enhance school facilities to provide additional shade. $20,000 – LCFF Obj 4000s *new* Promote cleanliness of schools (e.g., additional trash cans, custodial supplies). $10,000 – LCFF Obj 4000s *existing* Provide/maintain classroom furniture and equipment that promotes student engagement. $100,000 – LCFF Obj 4000s *existing*	$570,000 – LCFF Obj 2000s & 3000s *new* Enhance or maintain school facilities to provide additional shade. $20,000 – LCFF Obj 4000s *new* Promote cleanliness of schools (e.g., additional trash cans, custodial supplies). $10,000 – LCFF Obj 4000s *existing* Provide/maintain classroom furniture and equipment that promotes student engagement. $100,000 – LCFF Obj 4000s *existing*	$570,000 – LCFF Obj 2000s & 3000s *new* Enhance or maintain school facilities to provide additional shade. $20,000 – LCFF Obj 4000s *new* Promote cleanliness of schools (e.g., additional trash cans, custodial supplies). $10,000 – LCFF Obj 4000s *existing* Provide/maintain classroom furniture and equipment that promotes student engagement. $100,000 – LCFF Obj 4000s *existing*
Goal 3: The percent of students, including all subgroups (English	**Priority 1:** Basic Services	Increase instructional time for students.	LEA-wide		Increase the amount of instructional time for all students.	Maintain or increase the amount of instructional time for all students.	Maintain or increase the amount of instructional time for

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Learners, students with disabilities, Foster Youth, socioeconomically disadvantaged, gifted and talented students, Hispanics, Whites, African-Americans) reaching or exceeding grade level expectations in English Language Arts, Mathematics, Science and Social Studies will increase each year.	**Priority 2:** Implementation of State Standards **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 7:** Course Access	Provide/increase classroom supply budgets for all teachers. Reduce class sizes. Provide professional development opportunities for all staff. Provide teacher planning time. Enhance course offerings for all students.			$3,960,000 - LCFF Obj 1000s & 3000s *new* Increase classroom supply budgets. $230,000 – LCFF Obj 4000s *new* Plan a systematic process for reducing class sizes. N/A *existing* Strive to reduce combination classes. N/A *existing* Provide resources and materials to ensure implementation of Common Core State Standards (CCSS). Provide resources and materials to ensure implementation of the	$3,960,000 - LCFF Obj 1000s & 3000s *new* Maintain or increase classroom supply budgets. $230,000 – LCFF Obj 4000s *new* Implement phase 1 of class size reduction plan. $810,000 – LCFF Obj 1000s & 3000s *existing* Strive to reduce combination classes. N/A *existing* Provide resources and materials to ensure implementation of Common Core State Standards (CCSS). Provide resources and materials to ensure implementation of the	all students. $3,960,000 - LCFF Obj 1000s & 3000s *new* Maintain or increase classroom supply budgets. $230,000 – LCFF Obj 4000s *new* Implement phase 2 of class size reduction plan. $1,620,000 – LCFF Obj 1000s & 3000s *existing* Strive to reduce combination classes. N/A *existing* Provide resources and materials to ensure implementation of Common Core State Standards (CCSS). Provide resources and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					English Language Development (ELD) standards. $450,000 – LCFF/Title III Obj 4000s & 5000s *existing* Plan and implement professional development to increase student achievement and to integrate core content across all subject areas, with additional professional development to support all identified subgroups. $180,000 – LCFF/Common Core (CC)/Title I/Title II Obj 1000s, 3000s & 5000s *new* Provide a broad course of study for all identified subgroups and enhance	English Language Development (ELD) standards. $450,000 – LCFF/Title III Obj 4000s & 5000s *existing* Implement professional development to increase student achievement and to integrate core content across all subject areas, with additional professional development to support all identified subgroups. $180,000 – LCFF/Title I/Title II Obj 1000s, 3000s & 5000s *new* Provide a broad course of study for all identified subgroups and enhance course offerings through	materials to ensure implementation of the English Language Development (ELD) standards. $450,000 – LCFF/Title III Obj 4000s & 5000s *existing* Implement professional development to increase student achievement and to integrate core content across all subject areas, with additional professional development to support all identified subgroups. $180,000 – LCFF/Title I/Title II Obj 1000s, 3000s & 5000s *new*

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
					course offerings through development/ maintenance of magnet programs and distinctive school programs. $200,000 – LCFF Obj 1000s & 3000s *new* Provide library staff and library resources to support district focus on reading achievement. $520,000 – LCFF Obj 2000s & 3000s *existing*	development/ maintenance of magnet programs and distinctive school programs. $200,000 – LCFF Obj 1000s & 3000s *new* Provide library staff and library resources to support district focus on reading achievement. $520,000 – LCFF Obj 2000s & 3000s *existing*	Provide a broad course of study for all identified subgroups and enhance course offerings through development/ maintenance of magnet programs and distinctive school programs. $200,000 – LCFF Obj 1000s & 3000s *new* Provide library staff and library resources to support district focus on reading achievement. $520,000 – LCFF Obj 2000s & 3000s *existing*
Goal 4: All students will have access to Common Core aligned instructional materials and resources.	**Priority 1:** Basic Services **Priority 2:** Implementation of State	Provide core and supplemental instructional materials that are aligned to the Common Core State	LEA-wide		Plan and implement an instructional review process to identify core and supplemental instructional materials that are aligned to the CCSS,	Plan and implement an instructional review process to identify core and supplemental instructional materials that are aligned to the CCSS,	Plan and implement an instructional review process to identify core and supplemental instructional materials that are aligned to the

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Standards **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 7:** Course Access	Standards (CCSS), English Language Development (ELD), and Next Generation Science Standards (NGSS). Provide Teachers on Assignment (TOAs) to support CCSS, ELD, and NGSS.			ELD, and NGSS. $30,000 – LCFF/Title I/Title II Obj 1000s & 3000s *new* Purchase instructional materials aligned to CCSS, ELD, and NGSS. $450,000 – LCFF/CC Obj 4000s *existing* Provide professional development on the use of CCSS, ELD, and NGSS instructional materials. $340,000 – LCFF/CC/Title I/Title II Obj 1000s & 3000s *new* Develop a plan to support district grade levels with designated TOA(s) who will support CCSS, ELD, and NGSS. N/A *new*	ELD, and NGSS. $30,000 – LCFF/Title I/Title II Obj 1000s & 3000s *new* Purchase instructional materials aligned to CCSS, ELD, and NGSS. $450,000 – LCFF Obj 4000s *existing* Provide professional development on the use of CCSS, ELD and NGSS instructional materials. $340,000 – LCFF/Title I/Title II Obj 1000s & 3000s *new* Support district grade levels with designated TOA(s) who will support CCSS, ELD, and NGSS. To be determined (TBD) *new*	CCSS, ELD, and NGSS. $30,000 – LCFF/Title I/Title II Obj 1000s & 3000s *new* Purchase instructional materials aligned to CCSS, ELD, and NGSS. $450,000 – LCFF Obj 4000s *existing* Provide professional development on the use of CCSS, ELD and NGSS instructional materials. $340,000 – LCFF/Title I/Title II Obj 1000s & 3000s *new* Support district grade levels with designated TOA(s) who will support CCSS, ELD, and NGSS. TBD *new*

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 5: All Instructional staff will utilize instructional practices and strategies aligned to Common Core English Language Arts and Mathematics, English Language Development, and Next Generation Science Standards.	**Priority 2:** Implementation of State Standards **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement	Provide research-based professional development aligned with CCSS, ELD, and NGSS and the supporting instructional materials and strategies.	LEA-wide		Plan and implement research-based professional development that is aligned to CCSS, ELD, and NGSS instructional practices and strategies, including but not limited to summer, site based, district and consultant led professional development. $60,000 – LCFF/Title III Obj 1000s & 3000s *existing* Plan a systematic approach for providing additional planning time to teachers to implement CCSS, ELD, and NGSS aligned instructional strategies and materials. $500,000 – LCFF Obj 1000s & 3000s *new*	Implement research based professional development that is aligned to CCSS, ELD, and NGSS instructional practices and strategies. $60,000 – LCFF/Title III Obj 1000s & 3000s *existing* Provide additional planning time to teachers to enhance implementation of CCSS, ELD, and NGSS aligned instructional strategies and materials. $500,000 – LCFF Obj 1000s & 3000s *new*	Implement research based professional development that is aligned to CCSS, ELD, and NGSS instructional practices and strategies. $60,000 – LCFF/Title III Obj 1000s & 3000s *existing* Provide additional planning time to all teachers to enhance implementation of CCSS, ELD, and NGSS aligned instructional strategies and materials. $500,000 – LCFF Obj 1000s & 3000s *new*
Goal 6: Increase offerings to provide an enriched	**Priority 5:** Pupil	Collaborate with school site leaders to	LEA-wide		Increase support physical education itinerant teams.	Increase and/or maintain support physical education	Increase and/or maintain support

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
course of study.	Engagement **Priority 6:** School Climate **Priority 7:** Course access **Priority 8:** Other Pupil Outcomes	redesign master schedules and/or classroom schedules to ensure all students have access to a broad course of study.			$130,000 – LCFF Obj 1000s, 2000s & 3000s *new* Plan and implement an instructional program that supports student access to a broad course of study including but not limited to broadening the elective offerings (e.g. VAPA, STEM, Robotics, field trips). $290,000 – LCFF Obj 1000s, 2000s & 3000s *new*	itinerant teams. $130,000 – LCFF Obj 1000s, 2000s & 3000s *new* Refine and implement an instructional program that supports student access to a broad course of study including but not limited to broadening the elective offerings (e.g. VAPA, STEM, Robotics, field trips). $290,000 – LCFF Obj 1000s, 2000s & 3000s *new*	physical education itinerant teams. $130,000 – LCFF Obj 1000s, 2000s & 3000s *new* Refine and implement an instructional program that supports student access to a broad course of study including but not limited to broadening the elective offerings (e.g. VAPA, STEM, Robotics, field trips). $290,000 – LCFF Obj 1000s, 2000s & 3000s *new*
Goal 7: All students will be monitored to identify learning gaps and then provided with appropriate interventions.	**Priority 3:** Parent Involvement **Priority 4:** Pupil Achievement **Priority 5:**	Implement RtI^2 and PBIS district-wide and provide appropriate tools and strategies to provide intervention and support.	LEA-wide		Continue the phase in process of providing professional development and support on the PBIS system of intervention. $25,000 – LCFF Obj 1000s, 2000s, 3000s *new*	Continue the phase in process of providing professional development and support on the PBIS system of intervention. $25,000 – LCFF Obj 1000s, 2000s, 3000s *new*	Continue the phase in process of providing professional development and support on the PBIS system of intervention. $25,000 – LCFF Obj 1000s, 2000s, 3000s *new*

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
	Pupil Engagement **Priority 6:** School Climate **Priority 8:** Other Pupil Outcomes				Maintain services offered at Family Solutions Center (e.g., staffing, resources). $160,000 – LCFF/Title I/Mental Health Obj 1000s, 2000s, 3000s, 4000s & 5000s *existing* Provide afterschool and summer school intervention and enrichment programs to meet the needs and interests of students. $200,000 – LCFF Obj 1000s & 3000s *new* Provide a system to track SST process and procedures to ensure student needs are met in a timely and consistent manner. Plan and implement a system to provide timely and appropriate academic intervention.	Maintain services offered at Family Solutions Center. $160,000 – LCFF/Title I/Mental Health Obj 1000s, 2000s, 3000s, 4000s & 5000s *existing* Provide afterschool and summer school intervention and enrichment programs to meet the needs and interests of students. $200,000 – LCFF Obj 1000s & 3000s *new* Maintain SST system to ensure students' needs are met in a timely and consistent manner. Implement system to provide timely and appropriate academic intervention. $70,000 – LCFF/AB602 Obj 5000s *new*	Maintain services offered at Family Solutions Center. $160,000 – LCFF/Title I/Mental Health Obj 1000s, 2000s, 3000s, 4000s & 5000s *existing* Provide afterschool and summer school intervention and enrichment programs to meet the needs and interests of students. $200,000 – LCFF Obj 1000s & 3000s *new* Maintain SST system to ensure students' needs are met in a timely and consistent manner. Implement system to provide timely and appropriate academic intervention. $70,000 – LCFF/AB602

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 – LCFF/AB602 Obj 5000s *new* Develop implementation plan to transition from trimester to semester grade reporting. N/A *new*	 Implement plan to transition from trimester to semester grade reporting. N/A *new*	Obj 5000s *new* Implement plan to transition from trimester to semester grade reporting. N/A *new*
Goal 8: English Learner (EL) students will become proficient in English	**Priority 2:** Implementation of State Standards **Priority 3**: Parent Involvement **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 7:** Course Access	Frequently monitor EL student progress toward reclassification. Provide a comprehensive integrated and designated English Language Development (ELD) program across all grade levels. Provide appropriate ELA/ELD standards and framework aligned instructional materials.	LEA-wide		Plan and implement a monitoring process for Integrated and Designated ELD programs District-wide and to assess EL students' academic progress. $150,000 – LCFF/Title III Obj 1000s & 3000s *existing* Plan and implement professional development, on ELD standards, curriculum, and instruction. $170,000 – LCFF/Title III Obj 1000s & 3000s *existing*	Implement a monitoring process for Integrated and Designated ELD programs District-wide and to assess EL students' academic progress. $150,000 – LCFF/Title III Obj 1000s & 3000s *existing* Implement planned professional development, on ELD standards, curriculum, and instruction. $170,000 – LCFF/Title III Obj 1000s & 3000s *existing*	Implement a monitoring process for Integrated and Designated ELD programs District-wide and to assess EL students' academic progress. $150,000 – LCFF/Title III Obj 1000s & 3000s *existing* Implement planned professional development, on ELD standards, curriculum, and instruction. $170,000 – LCFF/Title

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
	Priority 8: Other Pupil Outcomes	Engage parents in support of EL students' progress toward reclassification.			Provide teacher planning time to support ELD implementation. $500,000 – LCFF/Title III Obj 1000s & 3000s *new*	Provide teacher planning time to support ELD implementation. $500,000 – LCFF/Title III Obj 1000s & 3000s *new*	III Obj 1000s & 3000s *existing* Provide teacher planning time to support ELD implementation. $500,000 – LCFF/Title III Obj 1000s & 3000s *new*
Goal 9: The educational outcomes of foster youth will be the same as outcomes achieved by the general student population.	**Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement	Develop a monitoring system to support and monitor the educational success of foster youth. Provide a school and district liaison to support needs of foster youth.	LEA-wide		Develop and implement a plan to prioritize support for foster youth and monitor their academic and socio-emotional needs. $10,000 – Title I Obj 1000s & 3000s *existing* Provide adequate staffing to support the needs of foster youth. Provide counseling services, as needed, to	Implement and refine plan that prioritizes support for foster youth and monitor their academic and socio-emotional needs. $10,000 – Title I Obj 1000s & 3000s *existing* Provide adequate staffing to support the needs of foster youth. Provide counseling services, as needed, to	Implement and refine plan that prioritizes support for foster youth and monitor their academic and socio-emotional needs. $10,000 – Title I Obj 1000s & 3000s *existing* Provide adequate staffing to support the needs of foster youth. Provide counseling

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
					foster youth. $40,000 – LCFF/Title I/Mental Health Obj 1000s & 3000s *existing*	foster youth. $40,000 – LCFF/Title I/Mental Health Obj 1000s & 3000s *existing*	services, as needed, to foster youth. $40,000 – LCFF/Title I/Mental Health Obj 1000s & 3000s *existing*
Goal 10: Students will use technology to enhance their learning and increase access to the core curriculum.	**Priority 2:** Implementation of State Standards **Priority 3:** Parent Involvement **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 6:** School Climate	Upgrade District technology to up-to-date technology for PK-8th grade students and teachers. Provide professional development on application of technology to administrators, teachers and staff.	LEA-wide		Upgrade various District-wide equipment (laptops, projectors, SmartBoards) for students, teachers, and staff. $4,500,000 – LCFF Obj 4000s *new* Determine baseline for ratio of student to technology devices to include PK- 8th grade students. N/A *new* Provide staff and maintain equipment to support technology training at the Hardy Center Technology Lab.	Upgrade and maintain various District-wide equipment (laptops, projectors, SmartBoards) for students, teachers, and staff. $800,000 – LCFF Obj 4000s *new* Update and adjust baseline for ratio of student to technology devices to include PK- 8th grade students. N/A *new* Provide staff and maintain equipment to support technology training at the Hardy Center Technology Lab.	Upgrade and maintain various District-wide equipment (laptops, projectors, SmartBoards) for students, teachers, and staff. $990,000 – LCFF Obj 4000s *new* Update and adjust baseline for ratio of student to technology devices to include PK-8th grade students. N/A *new* Provide staff and maintain equipment to support technology training at the Hardy Center Technology

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
					$150,000 – LCFF Obj 1000s, 2000s, 3000s, & 4000s *new* Provide professional development for staff to enhance student learning (e.g., virtual learning). $170,000 – Title I/Title II/CC Obj 1000s & 3000s *new*	$150,000 – LCFF Obj 1000s, 2000s, 3000s, & 4000s *new* Provide professional development for staff to enhance student learning (e.g., virtual learning). $80,000 – Title I/Title II/CC Obj 1000s & 3000s *new*	Lab. $150,000 – LCFF Obj 1000s, 2000s, 3000s, & 4000s *new* Provide professional development for staff to enhance student learning (e.g., virtual learning). $80,000 – Title I/Title II/CC Obj 1000s & 3000s *new*
Goal 11: Students will be provided opportunities to connect to their school, peers and community.	**Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 6:** School Climate	Provide "beyond-the-bells" programs to meet the unique interests and needs of students. Provide staffing to support family outreach and student support.	LEA-wide		Provide an Activities TOA to coordinate extra-curricular activities. $100,000 – LCFF Obj 1000s & 3000s *new* Develop and implement a comprehensive activities program. $100,000 – LCFF Obj 1000s & 3000s *new* Provide staffing to support	Continue to provide an Activities TOA to coordinate extra-curricular activities. $100,000 – LCFF Obj 1000s & 3000s *new* Implement and refine comprehensive activities program. $100,000 – LCFF Obj 1000s & 3000s *new* Provide staffing to support	Continue to provide an Activities TOA to coordinate extra-curricular activities. $100,000 – LCFF Obj 1000s & 3000s *new* Implement and refine comprehensive activities program. $100,000 – LCFF Obj 1000s & 3000s *new*

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
					family outreach and student support at school sites (Outreach Consultant (ORC), Outreach Assistant (ORA), student mentors, and student counselors). $2,300,000 – LCFF/Title I Obj 1000s, 2000s & 3000s *existing* Train and implement Cohort 2 in PBIS. $25,000 – LCFF Obj 1000s, 2000s, 3000s *new*	family outreach and student support at school sites (Outreach Consultant (ORC), Outreach Assistant (ORA), student mentors, and student counselors). $2,300,000 – LCFF/Title I Obj 1000s, 2000s & 3000s *existing* Train and implement Cohort 3 in PBIS. $25,000 – LCFF Obj 1000s, 2000s, 3000s *new*	Provide staffing to support family outreach and student support at school sites (Outreach Consultant (ORC), Outreach Assistant (ORA), student mentors, and student counselors). $2,300,000 – LCFF/Title I Obj 1000s, 2000s & 3000s *existing* Train and implement Cohort 4 in PBIS. $25,000 – LCFF Obj 1000s, 2000s, 3000s *new*
Goal 12: Enhance meaningful parent and community partnerships.	**Priority 3**: Parent Involvement **Priority 4:** Pupil Achievement	Expand Promise Scholars curriculum and program to include, but not limited to, college workshops, high school A-G preparatory classes,	LEA-wide		Provide support to Promise Scholars initiative. N/A Provide timely and appropriate translations and interpretations.	Provide support to Promise Scholars initiative. N/A Provide timely and appropriate translations and interpretations.	Provide support to Promise Scholars initiative. N/A . Provide timely and appropriate translations and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Priority 5: Pupil Engagement **Priority 6:** School Climate **Priority 8:** Other Pupil Outcomes	partnerships with universities and community organization and local businesses. Provide translations and interpretation services to support families. Provide frequent communication to families regarding district and school programs. Provide Parent Education Center to meet the needs of families in the community. Provide web-based parent trainings.			$550,000 – LCFF/Title I Obj 2000s & 3000s *existing* Expand and enhance the District communication system (e.g., OMSD TV, Constant Contact, School Loop and community bulletins). $180,000 – LCFF Obj 2000s & 3000s *new* Provide resources to support parent educational opportunities (e.g., virtual learning, maintain Parent Education Center, parent conference). $80,000 – LCFF/Title I Obj 4000s & 5000s *new* Develop and provide web-based parent trainings to families. $5,000 – LCFF	$550,000 – LCFF/Title I Obj 2000s & 3000s *existing* Expand and enhance the District communication system (e.g., OMSD TV, Constant Contact, School Loop and community bulletins). $180,000 – LCFF Obj 2000s & 3000s *new* Provide resources to support parent educational opportunities (e.g., virtual learning, maintain Parent Education Center, parent conference). $80,000 – LCFF/Title I Obj 4000s & 5000s *new* Provide web-based parent trainings to families. $5,000 – LCFF Obj 5000s *new*	interpretations. $550,000 – LCFF/Title I Obj 2000s & 3000s *existing* Expand and enhance the District communication system (e.g., OMSD TV, Constant Contact, School Loop and community bulletins). $180,000 – LCFF Obj 2000s & 3000s *new* Provide resources to support parent educational opportunities (e.g., virtual learning, maintain Parent Education Center, parent conference). $80,000 – LCFF/Title I Obj 4000s & 5000s *new* Provide web-based

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
					Obj 5000s *new*		parent trainings to families. $5,000 – LCFF Obj 5000s *new*

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

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 1: All students will be taught by teachers who are appropriately credentialed and assigned.	**Priority 1:** Basic Services **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement	**For English learners:** Ensure all district teachers are authorized to teach EL students. **For redesignated fluent English proficient pupils:** Ensure all district teachers are authorized to teach EL students, and have EL authorization.	LEA-wide		Actively recruit teachers who are authorized to teach EL students. $50,000 – LCFF Obj 1000s & 3000s *new*	Actively recruit teachers who are authorized to teach EL students. $50,000 – LCFF Obj 1000s & 3000s *new*	Actively recruit teachers who are authorized to teach EL students. $50,000 – LCFF Obj 1000s & 3000s *new*

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3: The percent of students, including English Learners, Foster Youth, and socioeconomically disadvantaged students reaching or exceeding grade level expectations in English Language Arts, Mathematics, Science and Social Studies will increase each year.	**Priority 1:** Basic Services **Priority 2:** Implementation of State Standards **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 7:** Course Access	**For low income pupils:** Allocate funds to support Supplemental Educational Services for identified student who qualify for federal meal program. **For English learners:** Provide Newcomer program in grades 4 – 8 to support students new to the United States and who score at the beginning level of CELDT. Develop and	LEA-wide		Continue to provide Low-Income services to qualifying students. $1,100,000 – Title I Obj 5000s *existing* Provide resources to support Newcomer program. $380,000 – LCFF/Title I Obj 1000s, 2000s, 3000s, 4000s, & 5000s *existing* Provide counseling services, as needed, to	Continue to provide Low-Income services to qualifying students. $1,100,000 – Title I Obj 5000s *existing* Provide resources to support Newcomer program. $380,000 – LCFF/Title I Obj 1000s, 2000s, 3000s, 4000s, & 5000s *existing* Provide counseling services, as needed, to	Continue to provide Low-Income services to qualifying students. $1,100,000 – Title I Obj 5000s *existing* Provide resources to support Newcomer Program. $380,000 – LCFF/Title I Obj 1000s, 2000s, 3000s, 4000s, & 5000s *existing* Provide counseling services, as needed, to

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
		implement a system to identify potential Long Term English Learners and address their academic needs to increase reclassification **For foster youth:** Provide counseling support as needed.			foster youth. $140,000 – Title I/Mental Health Obj 1000s & 3000s *existing* Maintain a system of monitoring Long Term English Learners $80,000 – Title III/Lottery Obj 1000s, 2000s, 3000s, 4000s, & 5000s *existing*	foster youth. $140,000 – Title I/Mental Health Obj 1000s & 3000s *existing* Maintain a system of monitoring Long Term English Learners $80,000 – Title III/Lottery Obj 1000s, 2000s, 3000s, 4000s, & 5000s *existing*	foster youth. $140,000 – Title I/Mental Health Obj 1000s & 3000s *existing* Maintain a system of monitoring Long Term English Learners $80,000 – Title III/Lottery Obj 1000s, 2000s, 3000s, 4000s, & 5000s *existing*
Goal 4: All students will have access to Common Core aligned instructional materials and resources.	**Priority 1:** Basic Services **Priority 2:** Implementation of State Standards **Priority 4:**	**For English learner, low-income, foster youth pupils:** Provide supplementary instructional materials.	LEA-wide		Identify and implement instructional materials enabling EL, Low-Income, and Foster youth students to access the	Implement instructional materials enabling EL, Low-Income, and Foster youth students to access the CCSS and	Implement instructional materials enabling EL, Low-Income, and Foster youth students to access the CCSS 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**
	Pupil Achievement **Priority 5:** Pupil Engagement **Priority 7:** Course Access	**For redesignated fluent English proficient pupils**: Monitor achievement level of redesignated students and provide interventions as needed.			CCSS and NGSS. $340,000 – CC Obj 4000s *new* Use monitoring tools to assess the level of achievement of redesignated students and provide intervention when needed. $10,000 – LCFF Obj 1000s & 3000s *existing*	NGSS. $340,000 – CC Obj 4000s *new* Use monitoring tools to assess the level of achievement of redesignated students and provide intervention when needed. $10,000 – LCFF Obj 1000s & 3000s *existing*	NGSS. $340,000 – CC Obj 4000s *new* Use monitoring tools to assess the level of achievement of redesignated students and provide intervention when needed. $10,000 – LCFF Obj 1000s & 3000s *existing*
Goal 5: All Instructional staff will utilize instructional practices and strategies aligned to Common Core English Language Arts and Mathematics, English Language Development,	**Priority 2:** Implementation of State Standards **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement	**For low income and Foster Youth pupils:** Provide professional development regarding academic vocabulary acquisition, comprehension and writing	LEA-wide		Identify and provide professional development specifically focusing on needs of Low-Income and EL learners. $30,000 – LCFF Obj 1000s & 3000s *new*	Provide professional development specifically focusing on needs of Low-Income and EL learners. $30,000 – LCFF Obj 1000s & 3000s *new*	Provide professional development specifically focusing on needs of Low-Income and EL learners. $30,000 – LCFF Obj 1000s & 3000s *new*

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
and Next Generation Science Standards.		specifically focusing on the needs of at risk students. **For English learners:** Provide professional development regarding academic vocabulary acquisition, comprehension and writing specifically focusing on the needs of EL students.					
Goal 6: Increase offerings to provide an enriched course	**Priority 5:** Pupil Engagement	**For low income pupils:** Extend the middle school	LEA-wide		Provide resources to extend the middle school	Provide resources to extend the middle school	Provide resources to extend the middle school

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
of study.	**Priority 6:** School Climate **Priority 7:** Course access **Priority 8:** Other Pupil Outcomes	day to allow for increased access to supplemental services to at-risk pupils. **For English Learners:** Extend the middle schoolday to allow for increased access to supplemental services to at-risk pupils. **For Foster Youth:** Extend the middle school day to allow for increased access to supplemental services to at-risk pupils.			day to allow for increased access to supplemental services to at-risk pupils. $120,000 – LCFF Obj 1000s & 3000s *new*	day to allow for increased access to supplemental services to at-risk pupils. $120,000 – LCFF Obj 1000s & 3000s *new*	day to allow for increased access to supplemental services to at-risk pupils. $120,000 – LCFF Obj 1000s & 3000s *new*
Goal 12: Enhance meaningful	**Priority 3**: Parent	**For low income pupils:**	LEA-wide		Provide resources and	Provide resources and	Provide resources 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
parent and community partnerships.	Involvement **Priority 4:** Pupil Achievement **Priority 5:** Pupil Engagement **Priority 6:** School Climate **Priority 8:** Other Pupil Outcomes	Provide resources and workshops for parents of Low-Income students (including the Parent Educational Center). **For English learners:** Provide resources and workshops for parents of EL students (including the Parent Educational Center). **For Foster youth:** Provide resources and workshops for parents of Foster youth students (including the			workshops for parents of English Learners, Foster youth, and Low-Income students, to enhance and support learning of students. $270,000 – LCFF/Title III Obj 1000s, 2000s, 3000s & 4000s *new*	workshops for parents of English Learners, Foster youth, and Low-Income students, to enhance and support learning of students. $270,000 – LCFF/Title III Obj 1000s, 2000s, 3000s & 4000s *new*	workshops for parents of English Learners, Foster youth, and Low-Income students, to enhance and support learning of students. $270,000 – LCFF/Title III Obj 1000s, 2000s, 3000s & 4000s *new*

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**
		Parent Educational Center).					

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.)

The Ontario-Montclair School District (OMSD) has an overarching goal of providing all students with a world-class education. The District is estimating a $21.9 million overall increase in Local Control Funding Formula (LCFF) revenue, of which approximately $13.3 million of this increase is attributable to the supplemental and concentration segments of these funds. As approximately 90% of OMSD students are identified as Low Income, English-learner, and/or Foster Youth, the District has chosen to expend the majority of this increase to strengthen its District-wide educational programs. The planned expenditures include, but are not limited to:

- Increase the instructional day by 15 minutes.
- Upgrade, replace, and purchase new technology equipment, including staff laptops, student laptops, classroom projectors, and classroom SmartBoards.
- Increase classroom supply budget allocations.
- Expand staffing to serve custodial, maintenance, and grounds functions.
- Provide resources and materials to ensure implementation of Common Core State Standards (CCSS).
- Provide professional development and additional planning time on the use of CCSS, ELD, and Next Generation Science Standards (NGSS) instructional materials.
- Provide library staff and library resources to support district focus on reading achievement.
- Increase support for elementary physical education itinerant teams.
- Planning software specifically to assist staff with the Student Study Team process.

A more detailed explanation of planned actions can be found in Section 3a and Section 3b of this document.

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.

Ontario-Montclair School District's (OMSD) unduplicated pupil percentage makes up approximately 90% of our student enrollment. The increase in proportionality funding for English Learners, Low Income pupils, and Foster Youth is estimated to be $13.3 million in the 2014-2015 school year, with an estimated proportionality service increase is estimated to be 15.18%. Increasing services, both District-wide (noted in section 3a and 3c above) and subgroup-specific (noted in section 3b above), will have a direct impact to Low Income, English Learner, and Foster youth pupils, other subgroups, and all OMSD pupils. The planned actions are described above in sections 3a, 3b, and 3c, and include:

- Improve services by actively recruit teachers who are authorized to teach EL students.
- Identify and increase access to instructional materials enabling EL, Low-Income, and Foster youth students to access the CCSS and NGSS.
- Increase the use of diagnostic tools to monitor and measure the level of student achievement and provide intervention when needed.
- Identify and provide additional professional development specifically focusing on needs of Low-Income, EL, and Foster youth learners.
- Provide additional resources to extend the middle school day to allow for increased access to supplemental services to at-risk pupils.
- Provide additional resources and increase offerings for parents of English Learners, Foster youth, and Low-Income students, to enhance and support learning of students.

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.