Introduction: School Narrative

LEA: Orange County Educational Arts Academy **LCAP Year: 2016/17**

Contact Kristin Collins, School Director, kcollins@oceaa.org, (714) 558-2787 X3010

Founding and Mission

A public charter school serving approximately 580 students in grades TK-8, OCEAA was founded in 2005 by a group of dedicated educators, parents and community partners who wanted to provide a well-rounded education to the students of Orange County. The mission of the OCEAA community is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture. Knowing that students do better when their families are involved, we strive to create a school culture where teachers and parents are partners in the educational process.

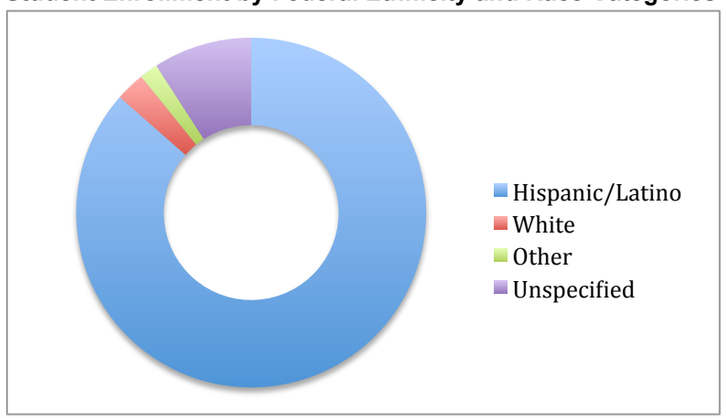
Program Description

OCEAA promotes global citizenship through its Two-Way Bilingual Immersion Program (TWBI), which follows the 90:10 language model: students are taught reading and writing in Spanish first, adding English literacy instruction gradually until there is a 50:50 balance of language instruction in 5th grade. (Note: During the 2011-12 school year, the OCEAA Board of Directors voted to gradually phase out an English Only/Structured English Immersion program option; EO/SEI will be available only in Grades 6-8 in 2016-17.) Arts are taught in discipline-based rotations/electives and integrated throughout content to maximize student learning. Technology skills are taught explicitly through various applications such as Microsoft Office, iMovie, and Google classroom.

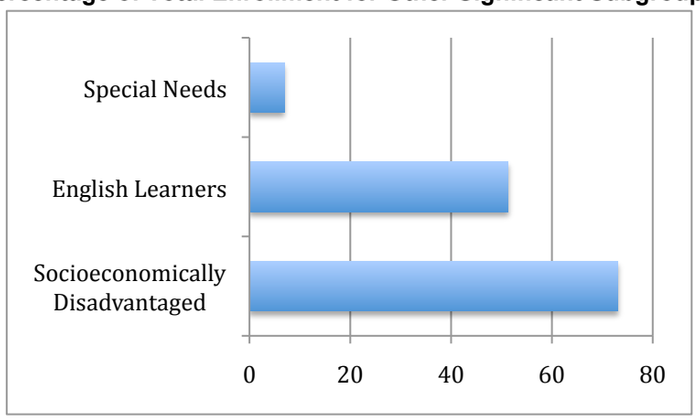
Demographics

OCEAA serves a student population that is 86.3% Hispanic/Latino, 2.7% White, less than 1% each of other identified federal categories, and 9.1% unspecified (PowerSchool, June 5, 2016). As a percentage of total enrollment, OCEAA students are: 73.1% Socioeconomically Disadvantaged, 51.2% English Learners, 6.9% Students with Disabilities, and 0.0% Foster Youth (2014-15 SARC).

Student Enrollment by Federal Ethnicity and Race Categories



Percentage of Total Enrollment for Other Significant Subgroups



2016-2017 LCFF Funding Level

The local control funding formula (LCFF), enacted in 2013–14, was designed to replace the previous K-12 finance system. For school districts and charter schools, the LCFF created base, supplemental and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs. For the 2016-2017 school year, it is anticipated that OCEAA will receive the following funding under the Local Control Funding Formula (LCFF):

$3,277,243	LCFF Base Funding
$1,071,608	Calculated Supplemental* and Concentrated** Grant Funding
$4,348,851	Total Estimated LCFF funds for 2016-17

* Based on unduplicated pupil count of FRL-eligible, Foster Youth and EL students; OCEAA = anticipated 485 of 617 total enrollment or 77.4%
** Eligibility based on National School Lunch Program enrollment above 55%; OCEAA = anticipated 67.2%

As part of the LCFF, school districts, county office of education (COEs), and charter schools are required to develop, adopt, and annually update a Local Control and Accountability Plan (LCAP). As a charter school, OCEAA's LCAP must address the state priorities that apply to the grade levels it serves, as well as the program elements articulated in its charter petition.

LCAP Overview

A site priority in the last 3 years has been stabilizing teacher retention, thus OCEAA's prior year LCAP (2015-16) made major investments in professional development and materials to address multiple state priorities and create a supportive workplace environment focused on quality teaching and learning. At the time of this writing, 28 of 30 teachers are returning to teach at OCEAA for the 2016-17 school year, and there is strong teacher support for the current year LCAP activities that build on the prior year's foundation. Those activities focused on supporting the implementation of high-quality, CCSS-aligned core curricula in English and Spanish language arts and primary ELD, and transitioning to digitally delivered math curriculum in grades 4-8. These curricula were selected, in consultation with the OCEAA community, due to the way their rigor and pedagogy support the achievement of low-income students, English Learners and Spanish Learners. Selected curricula are:

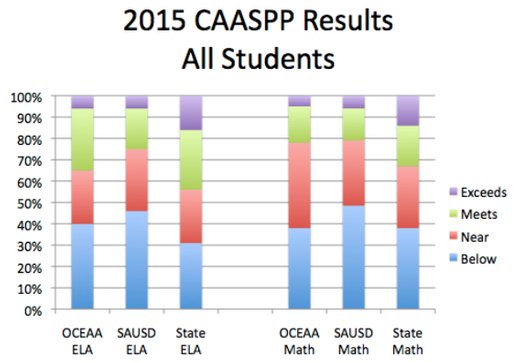
- Lucy Calkins' Units of Study balanced literacy curriculum in grades K-3
- Expeditionary Learning English Language Arts curriculum in grades 4-8
- EngageNY Core Knowledge curriculum - speaking and listening domains adapted for use in designated ELD TK-3.
- Go Math! digitally accessed curriculum in grades 4-8

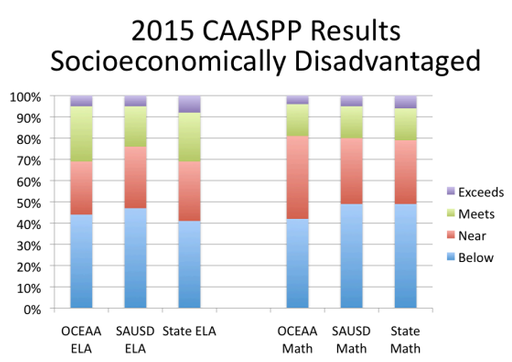
We anticipate a 3-year timeframe for building to full implementation. Internal measures of assessment in these areas are showing positive growth, and we anticipate a strong showing in standardized measures of achievement within 3 years. Teacher feedback on the Expeditionary Learning training and curriculum has led to an interest in becoming a network school in the future.

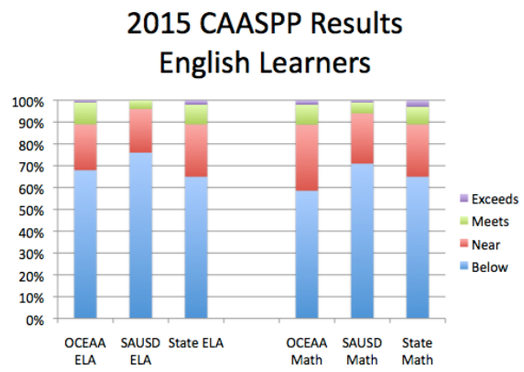
An emerging priority is strengthening our upper grades program to position OCEAA more competitively in the community. As more charter schools serving middle grades are authorized to open in the area, and as the Santa Ana Unified School District begins to revamp its middle schools, OCEAA will need to make sure its upper grades dual language program is rigorous, well promoted, accessible, and successful in meeting student achievement outcomes. To maintain and grow enrollment, improved strategies for community outreach, public relations and recruitment need to be developed as part of a long-term strategic plan. To begin this strategic planning process, a stakeholder team will attend the InterACT Art Schools Leadership Intensive training hosted by Orange County School of the Arts in June 2016.

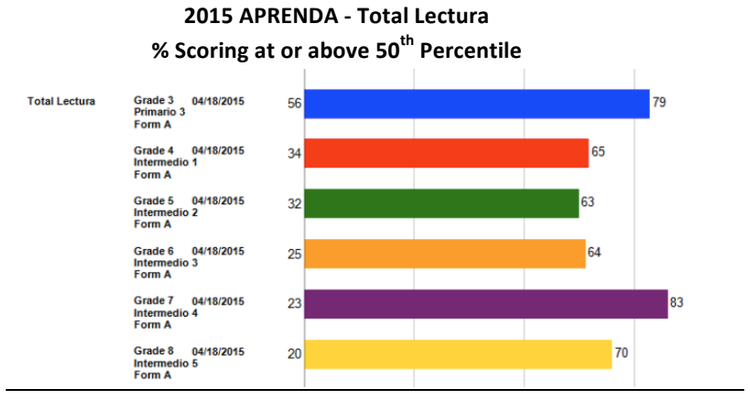
Standardized Achievement Data

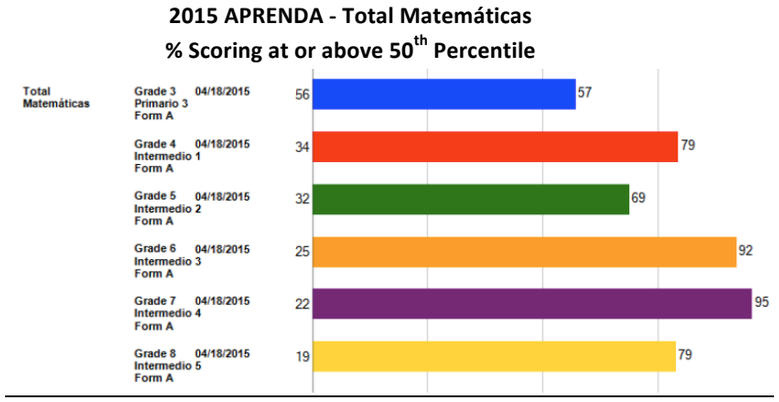
In 2010, OCEAA made the highest API gain of any elementary school in Orange County by increasing to 751 from 660 out of 1000. Over the next few years OCEAA continued to make gains by nearly eliminating students scoring Far Below Basic and significantly reducing those scoring Below Basic on the CSTs. However, moving significant numbers of students into the Proficient and Advanced bands proved more challenging. OCEAA entered Program Improvement status in 2013, and has remained in PI status during the transition to aligning instruction to the California Common Core Standards and Smarter Balanced Assessments. In 2015, the first year of CAASPP reporting, OCEAA demonstrated achievement levels comparable to, or better than, state and district averages in ELA and math. On norm-referenced assessments of reading and writing in Spanish, the majority of students performed at or above the 50th percentile, representing at or above grade-level proficiency. These are solid foundations for growth and the OCEAA community is committed to allocating the resources necessary to push achievement levels to new heights.











Stakeholder Consultation

Involvement Process – 2014-15	**Impact on LCAP – 2014-15**
○ Draft 2015-16 LCAP goals and actions presented to teachers for review and comment on April 22, 2015. ○ Draft 2015-16 LCAP goals and actions presented to OCEAA Board of Directors for review and comment on May 14, 2015. ○ Draft 2015-16 LCAP presented to ELAC for review and comment on May 26; written responses provided to leadership on June 2. ○ Draft 2015-16 LCAP emailed to all parents via school reach (English & Spanish) on May 27. ○ Draft 2015-16 LCAP presented to FSO leadership for review and comment on May 27 and June 3, 2015. ○ Draft 2015-16 LCAP presented to ILT for review and comment on May 28 and emailed to teachers for further comment on Google Drive document. ○ Draft LCAP open forum for teachers, parents and students on June 3, 1015 ○ Revised 2015-16 LCAP shared with staff and parents via email on June 8, presented to ELAC on June 9, and presented to teachers on June 10, 2015.	The stakeholder sessions highlighted some new areas and reinforced the findings from the 2013-14 stakeholder engagement activities. I. Emerging Priorities for LCFF investment: ○ Stakeholder questions revealed that OCEAA's curriculum and programs are not well communicated to parents beyond kindergarten orientations. This revelation has prompted additional action in Goal 4. ○ Parents are very committed to their children achieving biliteracy; this prompted additional actions in Goal 2. ○ Both FSO and ELAC parents expressed their desire for more parent participation in community events and in school planning, as well as a desire for strategies for resolving parent conflicts/complaints; these concerns are incorporated in Goal for 4. ○ A desire for more counseling, after school and summer school opportunities at low or no cost was also expressed. This will require sources of funding beyond ADA/LCFF to implement. II. Continuing Priorities for LCFF investment: ○ Increasing student achievement including more access to technology ○ Focusing on Language Development & bicultural competencies/cultural knowledge ○ Supporting teachers ○ Improving school climate and parent participation
Annual Update – 2015-16	**Annual Update – 2015-16**
Stakeholder consultation during the 2015-16 school year was embedded in the routine operations of OCEAA through various activities, including: <u>Stakeholder Surveys</u> • California School Climate, Health, and Learning Survey (CAL-SCHLS) System ○ Staff School Climate Survey administered December 2015 ○ Healthy Kids Survey administered March 2016 ○ Parent School Survey administered December 2015 • English Learners Needs Assessment administered March 2016	Ongoing consultation with staff, parents and students, as well as local assessment data has strengthened our commitment to continuing and refining the initiatives begun in the prior year LCAP, including: • Maintain administrative/coordinator structure to support teachers • Balanced literacy training (TK-3) • ELD/ELA training (TK-8) • Learning Target training (TK-8) • Expeditionary Learning core curriculum modules (4-8) • Digital Go Math core curriculum (4-8)

Formal Presentations of Data and Prior Year LCAP Progress
• Monthly School Site Council (SSC) meetings (Jan-June 2nd Mondays)
• Monthly ELAC (English Learner Advisory Committee) meetings
• Monthly OCEAA Board of Directors meetings (August-June, 2nd Wednesdays)
 	
Ongoing Monitoring and Discussion of School Priorities and Needs
• Monthly meetings:
  ○ Administrative Team (first Tuesday of each month)
  ○ Instructional Leadership Team (second Thursday of each month)
  ○ Committees: Budget, TWBI, Arts, Technology, RtI, PBIS, Wellness, Student Leadership (monthly meeting date varies by committee)
  ○ FSO (Families Supporting OCEAA) Leadership Team
• Wednesday early release time and pupil free days for teacher professional development, data analysis and program planning with written feedback (weekly and monthly)
• Monthly Parent Coffee Chats on Fridays following monthly OCEAA Board meetings
 	
Specific Parent Consultation Events
• LCAP Parent Workshop facilitated by California Association of Bilingual Educators (CABE) on May 19th
• Draft 2016-17 LCAP shared with parents at LCAP Chats on May 26th, May 27th, & June 3rd and written feedback solicited
• Draft 2016-17 LCAP shared with parents via email, with hard copy provided upon request, on May 31st and written feedback solicited
	• Cognitively Guided Instruction (K-5)
	• Standards-based grading (TK-8)
	• Class Dojo (1-8)
	
	One result of the annual review process was the refinement of measureable outcomes that are align more effectively to the specific activities and services. To help facilitate ongoing data analysis, we will transition from Data Director to a new student data/assessment system provider.
	
	To address parent concern about math progress, we will strengthen home-school connections with more explicit training for parents on math facts and enrichment activities they can do at home. The investment in new student assessment systems will help teachers identify learning gaps, create more targeted interventions and track progress more efficiently. (In addition, recent changes to the supplemental services requirement for Program Improvement schools will free up additional Title 1 funds for more on-site math intervention activities.)
	
	Strong agreement among stakeholders for more counseling, integration of social-emotional learning and conflict resolution to support student success. These are addressed in the actions for Goal 3. To respond to parent interest in more knowledge about public schools, a workshop series will be provided to help parents of low income students and English Learners.
	
	A need for organizational long-term planning has been identified; therefore, a stakeholder team has been recruited to attend the InterACT Art Schools Leadership Intensive training in June, 2016 (expenditure is not part of FY 2016-17).

GOAL 1:	100% of students achieve proficiency in core subjects through strong Tier 1 and 2 instruction, assessment and intervention.	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local: Standards-based grading

Identified Need:	All students need a highly qualified teacher and a broad and challenging curriculum, including arts and technology, with necessary materials to master essential Common Core State Standards, CA Content Standards, International Society for Technology in Education Standards, and National Core Arts Standards. Due to teacher turnover in the last 3 years, comprehensive Professional Development that orients all staff to shared instructional language and practices is needed to recreate a schoolwide teaching culture that provides appropriate rigor and supports, to increase rates of proficiency on multiple measures of assessment, and to close the achievement gap.
Goal Applies to:	Schools: OCEAA Applicable Pupil Subgroups: All students

LCAP Year: 2016-2017

Expected Annual Measurable Outcomes:

A. Annually, 90% of core teachers will hold a valid CA Teaching Credential with appropriate English learner and bilingual instruction authorizations as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
B. Annually, 100% of pupils will have access to standards-aligned core curricula materials and supplemental materials to ensure access to rigorous instruction.
C. 100% of teachers will implement year 2 standards-based grading practices through articulation of key curriculum assessments aligned to exit standards at each grade level; progress will be tracked on a student assessment/data system.
D. Annually, 100% of students in grades 3-8 will participate in two Smarter Balanced Interim Assessment administrations so that teachers may adjust instruction based on quality standards-based data.
E. Annually, OCEAA's proficiency rate will be at or above the district average for performance on the Smarter Balanced Assessments in the areas of English Language Arts and Math.
F. Annually, OCEAA, including all student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education.
G. Annually, students receiving Tier 2 math and reading interventions will make significant gains toward grade level proficiency.
H. Annually, 100% of core teachers will participate in at least 20 hours of Professional Development (PD) and trainings in: CCSS, CA Content Standards, Arts & Technology instruction.
I. Annually, 100% of students will showcase their artwork in a performance or exhibit, and deliver a presentation or product that integrates technology.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Basic Services - Access to Quality Teachers a. Rigorous hiring and selection process that ensures all core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner and bilingual instruction authorizations; Human Resources Manager	School wide	_X_ ALL OR: __Low Income pupils __English Learners	$2,648,000 for Teacher salaries & benefits (LCFF Base)

will annually review credential status. b. Create compensation package that supports long-term commitment, including BTSA reimbursement plan		__Foster Youth __RFEP __Other Subgroups:(Specify)	
2. Basic Services - Access to Quality Materials a. Purchase standards-aligned instructional materials required to implement high quality core curricula in Spanish & English language arts, math, science, social studies, ELD, arts and technology b. Year 2 implementation of curricula selected for high impact on low income students, RFEPs and English learners: • Lucy Calkins' Units of Study balanced literacy curriculum in grades K-3 (Also in Goal 2) • Expeditionary Learning English Language Arts curriculum in grades 4-8 • EngageNY Core Knowledge curriculum - speaking and listening domains adapted for use in designated ELD TK-3. (Also in Goal 2) • Go Math! digitally accessed curriculum in grades 4-8	School wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other Subgroups:(Specify) Spanish Learners	$40,000 for approved textbooks and core curricula materials (LCFF Supplemental)
3. Implementation of CCSS - Access to Quality Instruction a. Maintain Coordinator coaching positions from prior year LCAP for continued teacher support in implementing CCSS (Arts, TWBI/EL, Assessment, Technology) • Provide initial and follow-up training in areas of expertise. • Assist teachers in planning and implementing CCSS aligned core curricula for success with targeted populations • Conduct observations and coaching cycles to improve practice on key indicators • Monitor local assessments and analyze data to inform instructional coaching and assistance using a student assessment system	School wide	___ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_RFEP _X_Other Subgroups:(Specify) Spanish Learners	$276,000 for Coordinator salaries & benefits F/T Arts F/T TWBI/EL P/T Assessment P/T Technology (LCFF Supplemental)
4. Implementation of CCSS – Professional Development a. Invest in training provided by quality vendors to support low income students, English Learners and Spanish Learners in accessing academic content aligned to Common Core State Standards: • Expeditionary Learning year 2 training in supporting English Learner success with the ELA modules (Also in Goal 2) • Expeditionary Learning year 2 training in Learning targets for TK-3 • Literacy Partners year 2 training in balanced literacy TK-3 (Also in Goal 2) • Eureka Math online training subscriptions • Content specific trainings (e.g. Document Based Questions, NGSS, Common Core Content Literacy) offered through the UCI History Project, OCDE, etc. b. Convene summer workgroups for intensive summer curriculum planning	School wide	_X_ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __RFEP _X_Other Subgroups:(Specify) Spanish Learners	$40,000 for training and professional development (LCFF Supplemental) $5,000 for summer workgroups
5. Implementation of CCSS – Program Monitoring • Pilot the use of online curriculum mapping and planning tools to identify power standards, coordinate vertical alignment, monitor pacing, and ensure parity across teacher teams.	School wide	_X_ALL OR: __Low Income pupils __English Learners	No cost online tools from eDoctrina.org

		__Foster Youth __RFEP __Other Subgroups:(Specify)	
6. Student Achievement - Access to Technology a. Maintain a 2:1 device ratio in 4th-6th grades and lease 2 additional Chromebook carts to bring grades 7-8 to a 1:1 student to device ratio b. Update applications on devices and evaluate app purchases to support instructional needs and charter goals c. Renew and monitor ed tech licenses: Jiji, AR, NewsELA, and Atomic Learning to support targeted populations d. Utilize high leverage, free apps for remediation and enrichment (Xtra Math, Prodigy) e. Repair, replace, and maintain tech devices as needed; be responsive to staff requests for tech assistance	School wide	__X_ALL OR: ___Low Income pupils ___English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)	$15,000 for Tech purchases & leasing (LCFF Supplemental) $25,000 for Ed Tech Licenses (LCFF Supplemental) $66,000 for Nyxis Tech Support (LCFF Base)
7. Student Achievement - Improved Measures of Assessment and Intervention a. Implement Phase 2 Standards-Based Grading Practices through curriculum mapping and identifying content & grade-level exit standards b. Replace Data Director with another Student Assessment/Data Tracking System to integrate multiple measures of standardized and local assessments and create student and parent-friendly reports of progress c. Maintain Literacy Coach and literacy intervention teachers to continue developing and monitoring local assessments and track student progress in reading, prioritizing services to low income students and language learners d. Maintain a P/TMath Intervention Coordinator to organize interventions based on data in collaboration with core teachers, and instruct parents in home activities that boost performance in math. a. XtraMath, Prodigy, Accelerated Math e. Utilize instructional aides in TK-K program to support low income students and ELs transition successfully to school f. Teachers to provide extended day instruction/tutoring to struggling students based on data	School wide	__X_ALL OR: __X_Low Income pupils __X_English Learners __Foster Youth __X_RFEP __X Other Subgroups:(Specify) Spanish Learners	$3,000 for SB Grading consultant (LCFF Supplemental) $10,000 for improved Student Assessment System (LCFF Supplemental) $80,000 Literacy Coach salary & benefits (pending Title I) $69,000 for salary & benefits - 2 Literacy Intervention Teachers (pending Title 1) $10,000 for salary P/T Math Intervention Coordinator (LCFF Supplemental) Intervention Coordinator (LCFF Supplemental) $3,000 for Accelerated Math (LCFF Supplemental) $45,000 for 3 P/T instructional aides (LCFF Supplemental) $120,000 for estimated 5% of salary and benefits (LCFF Supplemental)
8. Student Achievement - Independent reading/access to books a. Motivate independent reading by tracking growth in comprehension and reading level using Accelerated Reader software b. Hire a part-time librarian to maintain/expand collection and circulation processes	School wide	___ALL OR: __X_Low Income pupils __X_English Learners	$3,000 For Accelerated Reader (LCFF Supplemental) $10,000 for P/T Librarian (LCFF Supplemental)

(ensures that all students have access to independent reading books at their level)		__Foster Youth __X__RFEP __X Other Subgroups:(Specify) Spanish Learners	$2,000 for books and other reference materials (LCFF Supplemental)
9. Other student outcomes - Arts Program Development a. General Arts Instruction • Integrate the arts with content instruction TK-8, establish exit goals based on the National Core Arts Standards and pilot a portfolio assessment system to track student progress. • Tk-6 teachers will attend TCAP arts training to improve instruction in arts rotations. • Provide annual opportunities for students to showcase their artwork in a performance or exhibit. b. Specialized Arts Instruction • Hire visual and media arts specialists for middle school courses	School wide	_X__ALL OR: __Low Income pupils __English Learners __Foster Youth __RFEP X_Other Subgroups:(Specify) middle school students	$85,000 for Arts Coordinator salary & benefits (LCFF Supplemental) $12,000 for P/T Media Arts Specialist (LCFF Supplemental) $9,000 for P/T Visual Arts Specialist (LCFF Supplemental
10. Other student outcomes - Technology Program Development a. Revise technology instructional leadership position to focus on achieving technology goals outlined in OCEAA's charter	School wide	_x__ALL OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)	$50,000 for P/T Technology Coordinator salary & benefits (LCFF Supplemental)

GOAL 2:	100% of students in the TWBI program exit 8th grade fully biliterate, bilingual and bicultural; 100% of ELs meet or exceed state targets for attaining proficiency on the CELDT.	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify __TWBI Program Goals_

Identified Need :	Students need equitable access to becoming proficient in a second language, thereby increasing their ability to engage effectively in a global society.
Goal Applies to:	Schools: OCEAA
	Applicable Pupil Subgroups: English Learners and Spanish Learners

LCAP Year: 2016-2017

Expected Annual Measurable Outcomes:

A. Annually, an increasing percentage of ELs will gain academic content knowledge in math, English language arts, science, and history/social science as measured by state-adopted criteria (CELDT, report card grades, local reading and writing assessments)
B. Annually, an increasing percentage of EL students will reach English language proficiency within 5 years of initial classification as English Learner (AMAO 2a)
C. Annually the reclassification rate will be at or above 5%.
D. Annually, an increasing percentage of students in the TWBI program will perform at or above the 50th percentile on normed assessments in Spanish (APRENDA).
E. Annually, an increasing percentage of students in the TWBI program will be reading at or above grade level by June as measured by the Spanish DRA.
F. Annually, an increasing percentage 3rd, 6th and 8th graders will be meeting the criteria for the Pathways to Biliteracy and Bilingual awards.
G. Annual demonstration of program improvement based on the *Guiding Principles for Dual Language* rubrics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Student Achievement & Other Student Outcomes a. Maintain a TWBI/EL Coordinator position to provide key professional services and supports to teachers, students and families. • TWBI Coordinator will oversee implementation of OCEAA's 90:10 dual language program by providing professional development, planning support, and instructional coaching based on data; coordinate and promote Biliteracy Attainment awards at grades 3, 6 and 8; coordinate standardized and local assessments in Spanish. • EL Coordinator will oversee implementation of OCEAA's Title III Improvement Plan of Action annually by providing professional development, providing student services, monitoring progress, and coordinating related administrative tasks (CELDT administration, parent notifications, ELAC)	School wide	___ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_RFEP _x_Other Subgroups: Spanish Learners	$101,000 for TWBI/EL Coordinator salary & benefits (approx 75% from LCFF Supplemental; 25% from Title III)
2. Implementation of CCSS - Professional development to support ELs and SLs in acquiring	School	__ALL	$4,000 for Literacy Partners

academic content a. Continuation of balanced literacy training for teachers in grades TK-3 provided by Literacy Partners and TWBI/EL Coordinator b. "Learning Target" training for teachers in grades TK-3 provided by Expeditionary Learning with follow-up coaching from TWBI/EL Coordinator c. Differentiated Instruction training for 4th-8th grade ELA teachers provided by Expeditionary Learning with follow-up coaching from TWBI/EL Coordinator d. Support math lead team in building capacity with focused math PD in differentiated clusters- TK-K, 1-3 and 4-8 e. Introduction of Designated ELD in grades 4-8 and continuation of Designated ELD in TK-3 provided by TWBI/EL Coordinator with support from the OCDE Services for Language Learners department f. Summer planning workgroups for primary grades Units of Study and upper grades Spanish language arts	wide	__ALL OR: __Low Income pupils X_English Learners __Foster Youth __RFEP _X_Other Subgroups: Spanish Learners	workshops (LCFF Supplemental) $10,000 for Spanish leveled libraries and trade books (LCFF Supplemental) $2,000 for Bien Dicho grammar materials (LCFF Supplemental) $9,000 for Expeditionary Learning trainings (LCFF Supplemental) $5,000 for workgroup stipends (LCFF Supplemental)
3. Student Achievement – EL Services & Interventions a. EL Coordinator will o work directly with ELs via ELD tutoring o coach ELs for success in earning Biliteracy Attainment awards o coordinate the reclassification process and actively monitoring IFEPs and RFEPs b. Literacy Coach will select ELs for Tier 2 interventions based on data c. Math Intervention Coordinator will select ELs for Tier 2 interventions based on data d. Instructional Aides will provide small group and individualized instruction in TK-K classrooms, as well as assist with social skills development during recreational activities.	School wide	__ALL OR: __Low Income pupils X_English Learners __Foster Youth _X_RFEP __Other Subgroups:	$80,000 Literacy Coach salary & benefits (pending Title I) $69,000 for salary & benefits - 2 Literacy Intervention Teachers (pending Title 1) $10,000 for salary P/T Math Intervention Coordinator (LCFF Supplemental) $45,000 for 3 P/T instructional aides (LCFF Supplemental)
4. Student Achievement – Program monitoring a. TWBI Committee will rate program effectiveness using the *Guiding Principles for Dual Language* rubrics, develop long and short term plans for improvement, and provide ongoing monitoring of TWBI program	School wide	___ALL OR: __Low Income pupils X_English Learners __Foster Youth __RFEP _x_Other Subgroups: Spanish Learners	$5,000 for attendance at CABE/Dual Language Conferences (LCFF Supplemental)

GOAL 3:	100% of students are focused on learning in a healthy, safe and positive school environment.	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5_x_ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need:	All students deserve access to school facilities that are conducive to learning. Students need adults to model high expectations, fairness and consistency in the application of school operating procedures, as well as training in becoming proactive problem solvers who take responsibility for their own success and the success of their learning communities. While a strong Tier 1 PBIS system is in place, dedicated staff is needed to implement Tier 2 and 3 interventions for students with social, emotional and behavioral needs that are not responding to Tier 1 supports.
Goal Applies to:	Schools: OCEAA
	Applicable Pupil Subgroups: All Students

LCAP Year: 2016-2017

Expected Annual Measurable Outcomes:

A. Annually, 90% of all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
B. Annually, 100% of staff will participate in at least four hours of Emergency Response training; Students will participate in at least 2 fire, earthquake or safety drills at each building
C. Annually, 5% or fewer of all enrolled students will be suspended
D. Annually, 1% or fewer of enrolled students will be expelled
E. Annually, 85% of students will earn Satisfactory or Excellent citizenship grades
F. Annually, an increasing % of students, staff and parents will agree that OCEAA provides a safe, healthy and positive school climate on related CAL-SCHLS System survey questions.
G. Annually, at least 90% of eligible students will be the re-enrolled.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Basic Services - Healthy and Safe School Environment a. Daily general cleaning by custodial staff will maintain campus cleanliness using only "green" products; Annual and monthly facility inspections will screen for safety hazards b. Staff training on the elements of the School Emergency Response Plan; Students and staff will participate in Fire, Earthquake, and other safety training. • Purchase and install a PA system to ensure routine and emergency announcements are heard by all staff, students and visitors c. Nutritional Services • Promote participation in the Federal Free and Reduced Breakfast and Lunch programs • Instruct teachers, staff, students and parents in the various components	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)	$150,000 for building maintenance, repair, housekeeping services (LCFF Base) $250 for emergency kits (LCFF Base) $15,000 for PA systems (LCFF Base) $TBD for UCI Nursing Program based on awarded grants (LCFF Base) $141,000 for classified salaries and

of OCEAA's Wellness Policy • Work with school administration to update OCEAA's Wellness Policy, monitor policy implementation, and dialogue with stakeholders for continuous improvement. • Supervise a trained dining hall staff to ensure students select and fresh meals prepared on site. d. Daily physical activity • Playground Coach and supervisors oversee 2 recess periods daily and provide weekly PE enrichment activities e. Health services • F/T Health Clerk on site for daily supervision of students on medication, providing health-related communications, treats minor student health problems and communicates with parents. • Provide additional student wellness activities through a grant-supported partnership with the UCI nursing program.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)	benefits (dining hall, playground, health) (LCFF Base) $TBD for UCI Nursing Program based on awarded grants (LCFF Base)

2. School Climate & Student Engagement – PBIS Tier 1 a. OCEAA staff continue implementing a strong Tier 1 discipline plan using the Positive Behavior Interventions and Supports (PBIS) approach to support targeted populations • Explicit teaching of expected behaviors schoolwide • Consistent classroom management plans across grade level teams • Universal incentives for positive behavior choices/ORCA Splash • Universal classroom discipline procedures for minor and major misbehaviors (MDRS & ODRs) • Using Class Dojo schoolwide • Maintain proactive communication with parents using Class Dojo with an emphasis on parents of low income students and English Learners • Maintain a TK-K Program Coordinator position to provide behavioral interventions and operational supports at the Annex building. b. Expand the offering of student clubs and activities to further enhance students' sense of belonging and community c. Plan at minimum 1 field trip experience for each grade level to motivate learning and provide enriching experiences beyond school walls, with an emphasis on increasing cultural capital of low income students and English Learners.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)	$2,000 for PBIS/ORCA (LCFF Supplemental) $36,000 for P/T TK-K Coordinator salary & benefits (LCFF Supplemental) $3,000 for student clubs and activities (LCFF Supplemental) $50,000 for field trips (LCFF Supplemental)

3. School Climate – PBIS Tier 2 a. Hire a full time PBIS Counselor who: • Chairs the PBIS committee • Collaborates with administration and coordinators to support teachers in implementing Tier 1 with consistency • Launches Tier 2 interventions based on SWIS data (MDRs and ODRs) and closely monitor students with an emphasis on low income students • Coordinates implementation of Social Emotional Learning curriculum • Coordinates conflict resolution • Counsels students and connects families to community services to support well being	School wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)	$72,000 for PBIS Counselor salary & benefits (LCFF Supplemental)
4. School Climate – PBIS Committee a. Select curriculum and support implementation of Social Emotional Learning and plan for implementation with an emphasis on supporting low income students b. Evaluate Tier 1 and Tier 2 implementation based on data c. Revise elements of each Tier as needed d. Attend Tier 3 training	School wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)	$1,200 for SWIS database (LCFF Supplemental) $4,000 for SEL curriculum (LCFF Supplemental, from texts code) $1,500 for Tier 3 training (LCFF Supplemental, from PD code)
5. School Climate & Student Engagement - Reset learning culture in $7^{th}/8^{th}$ grades a. Provide summer training to $7^{th}/8^{th}$ grade teachers in effective teamwork, classroom management and Tier 1 discipline practices b. Create supplemental Student-Parent Handbook specific to the needs of $7^{th}/8^{th}$ grade students c. Plan and implement a parent and student orientation for $7^{th}/8^{th}$ graders d. Strategically group students in ORCA Pod/Advisory sections to differentiate and meet diverse needs e. Extend teacher's duty day to 4:00pm to provide extra-curricular and tutoring opportunities	School wide	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __RFEP _X_Other Subgroups:(Specify) $7^{th}/8^{th}$ grade students	$2,500 for summer training (LCFF Supplemental, from PD code) $500 for books and materials (LCFF Supplemental)
6. School Climate & Student Engagement - Continuous Improvement f. OCEAA will administer the California School Climate, Health, and Learning Survey (CAL-SCHLS) System; results of surveys will be shared with stakeholders for discussion and follow-up g. OCEAA will provide required federal and state parent notifications and school communications to parents in a timely manner	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)	$800 for CAL-SCHLS administration (LCFF Base)

GOAL 4:	100% of students are supported by parent-school partnerships that are focused on their social, emotional and academic development.	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Students need to be supported by meaningful and productive partnerships with parents/guardians through parent participation and education.
Goal Applies to:	Schools: OCEAA
	Applicable Pupil Subgroups: All

LCAP Year: 2016-2017

Expected Annual Measurable Outcomes:

A. Annually, OCEAA will maintain Average Daily Attendance of 95% or higher.
B. 80% of enrolled students will have fewer than five absences during any one school year
C. All official documents of dis-enrolled middle school students are transferred successfully to new institutions within the United States.
D. Annually, parents will maintain active leadership teams in ELAC, SSC and FSO.
E. Annually, 75% of parents will sign in/log at least 2 volunteer hours.
F. Annually, OCEAA will host two school-wide conferences and at least 3 extracurricular events per semester.
G. Annually, OCEAA will ensure ELAC and SSC meetings are held according to their respective bylaws.
H. Annually, an increasing % of parents will agree that OCEAA welcomes parent participation and takes parent concerns seriously on the CA Parent School Survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Parent Involvement - Proactive Attendance Monitoring a. OCEAA will update and promote its Family Handbook Attendance Policies annually to make sure parents have access to regulations about absences, tardies, early dismissals, SART, and SARB. b. OCEAA's Attendance Clerk will work with administration to ensure parents are informed of chronic absences and tardies as specified in the Family Handbook. c. OCEAA's Registrar will maintain communication with families of students who dis-enroll, and email/phone records with new institutions, until transfer of official documents has occurred.	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)	$13,000 for PowerSchool Student Information System (LCFF Base) $84,000 for Attendance Clerk and Registrar Salaries & Benefits (LCFF Base)
2. Parent Involvement - School Promotion, Recruitment and Retention a. Create a P/T Community Outreach/Recruitment position to • foster positive word-of-mouth and generate parent pride in OCEAA • recruit English Learners, RFEPs and Spanish Learners who would excel in a dual language program	School wide	__ALL OR: __Low Income pupils _X_English Learners	$18,500 for P/T Community Outreach/ Recruitment (LCFF Supplemental)

• orient new families to OCEAA with an emphasis on parents of English Learners and RFEPs		__Foster Youth _X_RFEP _X_Other Subgroups:(Specify) Spanish Learners	
3. Parent Involvement - Parent Organizations a. OCEAA will promote and work with parent leadership organizations including but not limited to: • Families Supporting OCEAA (FSO) • English Learner Advisory Council (ELAC) • School Site Council (SSC) b. School administration will convene OCEAA Board members, FSO, ELAC and SSC leaders for annual training, with support from OCDE or charter school organizations, to ensure that communication and facilitation processes are applied consistently for robust community participation.	School wide	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)	$2,000 for ELAC/SSC training (LCFF Supplemental)
4. Parent Involvement - Parent Education a. Provide a 12 session "Mastery" workshop series to educate parents of low income students and English Learners in a variety of California public school topics so they may advocate effectively for their children b. Provide at least three additional workshops or trainings of interest to parents	School wide	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)	$5,500 for CABE Parent Workshops (LCFF Supplemental)
5. Parent Involvement - Parent Participation a. Invite parents to participate in school events that support their child's social, emotional and academic development, including: • Back to School Nights • Academic conferences 2X per year for all students and an additional 1x for students not meeting proficiency goals • Arts performances • Coffee chats w/administration and board members • Field trip chaperoning • Room parents • Volunteer recognition • Extra-curricular events (Jog-a-thon, Fall Festival, concerts) • Promotion	School wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)	Event coordination is embedded in various job descriptions including teachers, coordinators, and directors. $2,000 materials and supplies (LCFF Base)
6. Parent Involvement - Continuous Improvement a. Annually, OCEAA will administer the California Parent School Survey and share results with stakeholders for discussion and follow-through. b. School administration will monitor communication systems to ensure accuracy and timeliness of important information sent to parents	School wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth	$800 for CAL-SCHLS administration (LCFF Base)

		__RFEP __Other Subgroups:(Specify)

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	100% of students achieve proficiency in core subjects through strong Tier 1 and 2 instruction, assessment and intervention.	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local: Standards-based grading
Goal Applies to:	Schools: OCEAA/Schoolwide Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	A. Annually, 90% of core teachers will hold a valid CA Teaching Credential with appropriate English learner and bilingual instruction authorizations as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned B. Annually, 100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in OCEAA's charter petition C. The OCEAA Board of Directors will adopt a standards-based grading policy, and 100% of teachers will implement standards-based grading practices consistently over a three year period. D. Annually, 100% of students in grades 3-8 will participate in two Smarter Balanced Interim Assessment administrations so that teachers may adjust instruction based on quality standards-based data. E. OCEAA's 2015-16 proficiency rate will be at or above the district average for performance on the Smarter Balanced Assessments in the areas of English Language Arts and Math, and increase annually by 10%. F. Annually, OCEAA, including all student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education. G. Annually, students receiving Tier 2 interventions will approach or meet grade level proficiency. H. Annually, 100% of core teachers will participate in at least 20 hours of Professional Development (PD) and trainings in: CCSS, CA Content Standards, Arts & Technology Integration	Actual Annual Measurable Outcomes:	A. 93% of teachers in 2015-16 are NCLB compliant, hold a valid CA Teaching Credential with appropriate English learner and bilingual instruction authorizations as defined by the CA Commission on Teaching Credentialing, and are appropriately assigned. B. Common Core and CA Content Standards-based curriculum and materials are a resource for all core classes. C. The OCEAA Board of Directors adopted a standards-based grading policy at the 10/15/15 board meeting; phase 1 standards-based report card re-design and reporting was implemented. D. Students completed one ELA interim assessment block and performance task and one math interim assessment block and performance task. E. Baseline data for the 2014-15 Smarter Balanced exams showed OCEAA's overall proficiency rate to be 10% higher in ELA and 1% higher in math than the district's rate. 2015-16 data not yet available. F. Waiting for revised accountability goals per state compliance with ESSA. G. Over 80% of students in grades 3-8 made 1 or more year's growth in reading; 90% of 1st graders and 20% of 2nd graders made similar gains. 14 students (20%) exited Tier 2 or were placed "on watch." H. Agendas and sign in sheets document 20+ hours of sustained on-site professional development and training in balanced literacy; Common Core ELA, math and writing, arts and

	aligned with ISTE Standards National Core Arts Standards and ELD standards.		technology.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Access to Quality Teachers and Materials a. Ensure all core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner and bilingual instruction authorizations; Human Resources Manager will annually review credential status b. Maintain unfrozen status of teacher compensation and provide raises through Certificated Step and Column Salary Schedule. c. Ensure all instructional materials purchased, accessed or developed align to student mastery of CA Common Core State Standards, CA Content Standards, ISTE standards and National Core Arts Standards as outlined in our charter petition ○ Access the CCSS aligned Expeditionary Learning ELA curriculum modules for free at commoncoresuccess.elschools.org/ ○ Purchase fiction and non-fiction texts for Expeditionary Learning ELA curriculum that meet CCSS requirements for text complexity in grades 4-8 ○ Purchase Teacher Editions of Expeditionary Learning curriculum modules for grades 4-8 ○ Purchase fiction and non-fiction core texts for Spanish language arts that meet CCSS requirements for text complexity in grades K-8 ○ Purchase 4th-8th grade subscriptions for the Go Math online curriculum materials to provide adaptive instructional technologies and assessment systems for use in class, math interventions and KEDS. ○ Purchase an additional Chromebook cart to bring grades 4-8 to a 2:1 student to device ratio, increasing access to devices needed to master the tech demands	$63,110.72 for certificated annual salary increase on step & column schedule. $10,000 for Expeditionary Learning ELA texts and Teacher Editions Gr 4-8 $20,000 for Spanish core texts $5,000 for Go Math digital subscriptions $12,000 for Chromebook cart	Access to Quality Teachers and Materials a. 3 times a year, HRM ensures core teachers hold a valid CA Teaching Credential. New hires are screened to make sure they hold a valid documentation or a permit. b. Teachers advanced on the pay scale and the OCEAA Board approved a 7% certificated salary raise for 2016-17 at its April 13th meeting. c. Standards-aligned materials purchased: ○ Purchased Expeditionary Learning texts & workbooks 4-8 ○ Purchased Expeditionary Learning Teacher Editions ○ Purchased Spanish language arts trade books for TK-8 ○ Purchased digital subscriptions for Go Math! 4-8 ○ Purchased 2 Chromebook carts Other CCSS aligned materials purchased: ○ Renewed workbook subscription to Go Math! K-3 ○ Purchased FOSS science kits for 7/8 ○ Purchased Reading Units of Study K-3 ○ Purchased Writing Units of Study K-3 ○ Leased 2 Chromebook carts	• $1,125.40, #4100-Houghton Mifflin Harcourt Publishing Co. 951661616-HMH GoMath Textbooks. • $14,342.40, #4100-Houghton Mifflin Harcourt Publishing Co. 951640175-Math Textbooks (GoMatth! Subscription included) • $4,454.73, #4100-SchoolWide, Inc. 347643-Spanish Textbooks, Grades 1-5 • $3,207.21, #4100-Houghton Mifflin Harcourt Publishing Co. 951850948-HMSS Spanish - Qty 36 Textbooks • $2,250, #4100-EI Education, Inc. 13183-Grades 6-8 Curriculum Modules • $1,796.55, #4200-Amazon-Focus on Life Science

of the Smarter Balanced Assessments					
Scope of service:	Schoolwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	Schoolwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Improved Measures of Assessment and Intervention a. Develop and adopt standards-based grading policy and make a plan to phase in adjustments to grading and evaluation practices to ensure report card grades communicate student achievement in ways that are consistent, meaningful, accurate, and supportive of learning; revise the k-5 report cards to reflect Common Core content categories; train and support teachers to implement Phase 1 standards-based grading and assessment practices in 2015-16. b. Create a part-time Assessment Coordinator position to facilitate the administration of various internal and mandated assessments; support the alignment of SBAC interim assessments with pacing guides and units of instruction; train staff in hand scoring SBAC interim assessments, and coordinate the organization of data for quality analysis; assist the Technology Coordinator in the administration and analysis of assessments of students' technology proficiency and support the implementation of instructional plans based on data. c. Hire a Literacy Coach to organize, implement and monitor a Tier II reading intervention program to ensure all students are proficient readers by the end of third grade. ○ Create a baseline report of DRA scores for all students in grades 1-3 to track grade level proficiency and determine students needing Tier 2 literacy intervention ○ Monitor growth of students receiving Tier 2 literacy interventions d. Hire a P/T Math Intervention Coordinator who will work with teachers to identify students needing interventions	$3,000 for consultant to assist with creating SB report cards 50% FTE on salary schedule for Assessment Coordinator $70,000 for Literacy Coach $20,000 for P/T Math Intervention Coordinator		Improved Measures of Assessment and Intervention a. Standards-based grading policy adopted at the October 15th OCEAA Board meeting; K-5 report cards updated with consultant support to reflect CCSS math and ELA/SLA categories; TK-8 teachers were trained in, and implemented, phase 1 SBG practices. b. Part time assessment Coordinator hired and fulfilled duties as a turn-key trainer in using and scoring Smarter Balanced Interim Assessments, coordinating CAASPP Balanced testing and led a 4th-8th grade writing PLC to analyze data. c. Literacy Coach hired and fulfilled duties outlined in the LCAP. d. P/T Math Intervention Coordinator hired and assisted teachers in creating extra math labs and small group interventions, coordinated SES tutoring and monitored results. Other actions: e. Release time for Math Lead Teacher to support implementation of Digital Go Math! instruction and lead a Professional Learning Community for the 4th-8th grade team.	• $2,000 #5800-DERO Technical Services 6/15/15-Creation of K-3 Standard Based Report Cards (also appears in Goal 3) • Assessment Coord Salary & Benefits @50% ~$45,000 • Literacy Coach Salary & Benefits ~$80,000 • Math Coordinator Salary & Benefits @50% ~$27,000

based on quality math assessment data, organize and schedule interventions during or after school integrating technology where appropriate, and monitor and report student progress; contact community resources for additional tutors/supports for afterschool interventions. ○ Create a baseline report of math proficiency levels using multiple measures to determine students needing Tier 2 level support ○ Monitor growth of students receiving Tier 2 level support				
Scope of service: Schoolwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: Schoolwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Intensive and Sustained Professional Development in CCSS, CA Content Standards, ISTE and Arts Standards/Integration to further develop units of study and vertically align curriculum. a. Common Core State Standards in ELA and Content Literacy (science, HSS) ○ Training and coaching days to support implementation of Expeditionary Learning ELA curriculum in grades 4-8, and to implement common practices across content in 3-8 (learning targets, engagement protocols, calibrated scoring, etc.) ○ Training in administering and hand scoring the Smarter Balanced Interim Assessments ○ Structured curriculum planning using the Engage New York model units to upgrade core UbD units in grades TK-3 b. Common Core State Standards in Math ○ Plan a PD schedule for accessing the Go Math online training modules and online Academy resources ○ Year 1 CGI Training for turnkey leaders ○ OCDE Common Core Math trainings ○ Training in hand scoring the Smarter Balanced Interim Assessments	$15,000 for Expeditionary Learning training and coaching for 20 teachers and specialists/admin. $5,000 for Nestor Academy consultant for TK-3 $3,600 for CGI training (4 teachers) 3,000 for Science/History training $4000 for tech committee to		Intensive and Sustained Professional Development a. Common Core State Standards PD in ELA ○ Contracted for 2 training and 6 coaching days with Expeditionary Learning for 4th-8th grade teachers ○ Assessment Coordinator attended Smarter Balanced trainings and trained 3rd-8th grade teachers in administering and scoring ELA Interim Assessments. ○ TK-3 implemented Engage NY Listening and Speaking domain lesson during designated ELD instruction. b. Common Core State Standards PD in Math ○ Math Lead Teacher planned and facilitated a math PLC to orient teachers to digital Go Math! program ○ 3 teachers attended CGI training ○ 4 teachers attended OCDE training in math assessment practices ○ Math lead teacher attended Smarter Balanced trainings and trained 4th-8th grade teachers in administering and scoring math Interim Assessments ○ FactWise Training K-2 2 teachers c. Math, science, arts and history content teachers received training and follow-up coaching in Learning Targets to integrate CCSS content literacy goals into instruction.	• $16,000 #5210 Expeditionary Learning Outward Bound, Inc. 12939-Focused PD: PD Services - Institutes & Coaching • $2700 #5210 OCDOE-CGI Training • $1700 #5200 CUE Conf (reimbursement) • $500 #5806 Atomic Learning, Inc. INV-26735-Remote Authentication - License

c. CC Literacy Standards in Science and History/Social Science ○ Expeditionary Learning Training (CCSS content literacy) ○ Training in hand scoring the Smarter Balanced Interim Assessments ○ Other content trainings offered through the UCI History Project, OCDE, etc. d. Arts & Technology Integration ○ Technology Committee members will build capacity for all teachers to meet the ISTE Standards, beginning with 21Things4Teachers for good ideas and classroom integration examples. ○ Tech Committee members will attend the Computer Using Educators (CUE) conference to enhance exposure to edtech ideas and classroom implementations. ○ Train teachers in the use of Atomic Learning to develop and assign tech projects to students that relate to core units taught in class. ○ Tk-6 teachers will attend TCAP arts training to improve instruction in arts rotations ○ The Arts Coordinator will focus OCEAA PD on adding instruction and assessments that integrate the arts into grade level units TK-8.		attend CUE conference $1,300 for Atomic Learning	d. Art & Technology Integration ○ Technology Committee assisted in the implementation of Atomic Learning lessons. ○ 3 Tech Committee members attended the Computer Using Educators (CUE) conference. ○ Atomic Learning subscription purchased and teachers were trained to use it. ○ Arts Coordinator provided workshops and individual coaching to support arts integration & transition to the National Core Arts Standards in all arts classes. ○ 5 teachers attended TCAP training in various arts disciplines.		
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The 2015-16 actions were extremely successful in supporting teachers in developing professionally and delivering quality Tier 1 instruction; reading interventions were implemented and tracked with greater fidelity under the leadership of the Literacy Coach. Investment in materials and training were appreciated and EOY data is showing solid phase 1 progress. **28 of 30 classroom teachers have signed contracts for 2016-17 – a 93% retention rate!** There were implementation challenges as well: only 2 of 4 Expeditionary Learning ELA modules were taught as pacing was an initial struggle; iPads did not work well for the Go Math digital curriculum so Chromebook carts had to be shared for most of the year. Most next steps are expanding and refining initiatives begun in 2015-16 (Standards-based grading, Learning				

	Targets, balanced literacy training, ELD training, et,), with vertically aligned math training being a new element to incorporate. Math training will be coordinated by teacher leaders and vary as needed to meet the needs of each grade level. The use of high quality curricula (Units of Study, Expeditionary Learning, Engage NY) has been instrumental in helping teachers understand what rigor/common core aligned instruction looks like in action – there is a need for more high quality curriculum models in Spanish (also discussed in Goal 2). We need to add outcomes specific to arts and technology to align with our charter and revise related actions accordingly – in particular a new technology leadership position needs to open up due to the loss of our previous Tech Director.

Original GOAL from prior year LCAP:	100% of students in the TWBI program exit 8th grade fully biliterate, bilingual and bicultural; 100% of ELs meet or exceed state targets for attaining proficiency on the CELDT.	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6_x_ 7__ 8_x_ COE only: 9__ 10__ Local : Specify __TWBI Program Goals_
Goal Applies to:	Schools: OCEAA/Schoolwide Applicable Pupil Subgroups: English Learners and Spanish Learners	
Expected Annual Measurable Outcomes:	A. Annually, an increasing percentage of ELs will gain academic content knowledge in math, English language arts (SB), science, and history/social science. B. Annually, an increasing percentage of EL students will reach English language proficiency within 5 years of initial classification as English Learner as measured by CELDT. C. Annually, the reclassification rate will be at or above 20%. ~~D. Annually, an increasing percentage of ELs will reach English language proficiency within five years of initial classification as English Learner~~ (Repeats Action A) E. TWBI student proficiency will increase by 20% annually from 2014-15 baseline data on formal schoolwide assessments in Spanish (Aprenda, Spanish Language Arts, Social Studies, Math and Science). F. The percentage of eighth graders meeting the criteria for the California Seal of Biliteracy will increase by 10% annually. (NOTE – metric was misidentified; the correct award is the Biliteracy Attainment Award, a stepping stone to the high school CA Seal of Biliteracy)	Actual Annual Measurable Outcomes: A. ELs in grades 3,4 and 6 had the highest rates of proficiency on the 2015 APRENDA across all subjects; ELs performed above the district proficiency rate in ELA, and above the district and state proficiency rates in math on the 2015 Smarter Balanced assessments; local benchmarks in science and social studies need development. 2016 standardized scores are not yet available. B. EL students who reached English language proficiency within 5 years of initial classification as English Learner increased from 12.1% in 13-14 to 21.6% in 14-15. C. Reclassification increased from 5%in 14-15 to 7% in 15-16. (A 20% rate is unrealistic and should be reset to 5%) ~~D. Annually, an increasing percentage of ELs will reach English language proficiency within five years of initial classification as English Learner~~ (Repeats Action A) E. As measured by 2014-15 APRENDA, the % of students at or above the 50th percentile increased in reading in grades 3,4,6,7&8; and in math in grades 4,6,7&8. 2016 scores are not yet available. F. Despite increased promotion and support for the application process, only 2 8th graders met the criteria for the Biliteracy Attainment award. Motivation was identified as a key inhibitor; steps were taken this year to promote elementary awards - ___ 6th graders qualified for the Biliteracy Attainment award this year, and next year third grade students will be able to participate in the awards program.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual

			Expenditures
Language Learner Leadership and Support a. Create a TWBI/ELD Program Coordinator position to provide training in dual language and ELD best practices; implement Title III accountability plans; coordinate the administration of the CELDT and Aprenda/STS, coordinate reclassification, and monitor progress of English Learners and Spanish Learners; and maintain knowledge of best practices by attending county and regional trainings/network meetings. b. TWBI/EL Coordinator and TWBI Committee will conduct initial and ongoing trainings in Dual Language Guiding Principles and 90:10 model c. TWBI/EL Coordinator will provide ongoing support through co-planning, demonstration, observation and coaching ELD and SLA instruction d. TWBI/EL Coordinator will ensure that required federal and state parent notifications and school communications are provided to parents of ELs in a timely manner e. TWBI/EL Coordinator will assist teachers in calibrating instructional delivery in Spanish to ensure high levels of language modeling f. TWBI/EL Coordinator will check rigor of core units against Engage NY, Nestor Academy curriculum and WestEd feedback and support teachers in revising ELD/SLA curriculum as needed	1.a-f: 1 FTE for TWBI/EL Coordinator: 80% from GF 20% from Title III 2.a-f: 1 FTE for TWBI/EL Coordinator: 80% from GF 20% from Title III	Language Learner Leadership and Support a. TWBI/ELD Program Coordinator position filled and duties fulfilled as described. b. TWBI/ELD Program Coordinator & Committee provided initial and ongoing trainings in Dual Language Guiding Principles (with support of TWBI consultant) and 90:10 model provided at New Teacher Orientation, pre-service training days and in-service training days. c. TWBI/EL Coordinator provided ongoing support through co-planning, demonstration, observation and coaching ELD and SLA instruction d. TWBI/EL Coordinator ensured that required federal and state parent notifications and school communications are provided to parents of ELs in a timely manner e. TWBI/EL Coordinator assisted teachers in calibrating instructional delivery in Spanish to ensure high levels of language modeling f. TWBI/EL Coordinator supported teachers in revising ELD and SLA curriculum. o Contracted with Literacy Partners for 2 days of Literacy Block training o Purchased CCSS aligned Reading and Writing Units of Study curriculum that corresponds to this training o Purchased trade books for classroom libraries and core literature for SLA classes	• $ TWBI/EL Coordinator Salary & Benefits ~$99,000 • TWBI Consultant • Literacy Partners Training #5200 $1,750 • Units of Study – reading/writing #4100 Heinemann $1,804.94 • Spanish Lit #4200 ~$3,300
Scope of service: Schoolwide _ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Spanish Learners_____		Scope of service: Targeted _ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Spanish Learners_____	
Professional development for staff in the ELA/ELD framework and language acquisition strategies a. OCDE training for teacher leaders in ELA/ELD Framework		Professional development for staff in the ELA/ELD framework and language acquisition strategies a. Teachers attended OCDE training in the ELA/ELD	• #5200-OCDE $250-One Day PD English Language

and ELD standards with on-site follow-up b. Additional teacher training in CRLP/RESULTS for English Learners and GLAD strategies c. Training for KEDS staff in ELD intervention strategies and curriculum			framework ○ Full day of staff training provided by OCDE on site b. Not implemented c. Training for KEDS staff in ELD intervention strategies and curriculum	• #5210-OCDE $1,200 ELA training
Scope of service: Schoolwide _ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Spanish Learners_____			Scope of service: Targeted _ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Spanish Learners_____	
Support for ELs in Acquiring English: a. Carefully grouping primary grade ELs for ELD instruction in grades K-3, b. Carefully designing language objectives that align with the ELD standards/ELA-ELD Framework within all content lessons in grades 4-8 c. Close monitoring and support for students who achieved language proficiency on the CELDT but did not meet additional requirements for reclassification d. Provide Tier 2 EL services to identified student subgroups during KEDS a. Students not meeting AMAO 1 (not making annual growth on the CELDT) e. TWBI/EL Coordinator will collaborate with KEDS and support staff to monitor the progress of ELs receiving Tier 2 interventions on a quarterly basis		3.a-e: 1 FTE for TWBI/EL Coordinator: 80% from GF 20% from Title III	Support for ELs in Acquiring English: a. Designated ELD classes were carefully grouped. b. Initial and follow-up training to introduce the ELA-ELD Framework to 4th-8th grade teachers was provided. c. Students who achieved language proficiency on the CELDT but did not meet additional requirements for reclassification are monitored and supported. d. Supervised Tier 2 EL services to identified student subgroups during KEDS b. Students not meeting AMAO 1 (not making annual growth on the CELDT) e. TWBI/EL Coordinator collaborated with KEDS and support staff to monitor the progress of ELs receiving Tier 2 interventions on a quarterly basis.	• TWBI/EL Coordinator Salary & Benefits ~$99,000
Scope of service: Schoolwide _ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Spanish Learners_____			Scope of service: Schoolwide _ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Spanish Learners_____	
Improve Bicultural Awareness and Multicultural Competencies a. TWBI Committee will: ○ Study current use of English as default language and		4a: $20,000 for Spanish core texts	Improve Bicultural Awareness and Multicultural Competencies b. TWBI Committee: ○ Recommended the purchase of Bien Dicho Spanish	

plan positive reinforcement to increase the use of Spanish outside of class ○ Create a professional development plan to increase the integration of authentic Spanish/Latin American literature, history, arts and cultural content into core units of instruction			Grammar curriculum after a pilot project ○ A professional development plan to increase the integration of authentic Spanish/Latin American literature, history, arts and cultural content into core units of instruction is till in progress.		
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
_ALL			_ALL		
OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Spanish Learners_____			OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Spanish Learners_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This year we oriented 11 new teachers to the dual program and needed to return to core practices in the primary grades literacy block to build horizontal and vertical alignment. Adapting the Units of Study curriculum to Spanish language delivery was a successful start to reading workshop. EOY data is progressing nicely after some mid-year adjustments. The EnageNY units adapted for ELD were instructive to teachers in terms of setting high expectations for academic language and content development in an oral context. Teachers see the need to revise their Spanish content units to match this level of rigor. With greater understanding of what we are aiming for, an improved system of monitoring curriculum development and pacing is needed, as well as an improved assessment system to improve progresss monitoring. Learning Target training will help teachers set more appropriate lesson aims and better assess student attainment of them. The support for upper grade ELs was much improved this year through the EL Coordinator role – again, now that we have the pieces in place to deliver, we need the assessment system to improve progress monitoring. More follow through on language strategies in upper grade is needed for content access. Some of the outcomes need to be revised to be more realistic.				

Original GOAL from prior year LCAP:	100% of students are focused on learning in a healthy, safe and positive school environment.	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5_x_ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: OCEAA/Schoolwide Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	A. Annually, 90% of all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed. B. Annually, 100% of staff will participate in at least four hours of Emergency Response training; Students will participate in at least four fire, earthquake or safety drills C. Annually, 5% or fewer of all enrolled students will be suspended D. Annually, 1% or fewer of enrolled students will be expelled E. Annually, 85% of students will earn Satisfactory or Excellent citizenship grades F. Annually, an increasing percentage of staff, students and parents will strongly agree/agree that OCEAA supports a safe, healthy and positive school environment on relevant survey questions. G. Annually, at least 90% of eligible students will be the re-enrolled.	Actual Annual Measurable Outcomes:	A. OCEAA earned an overall "Good" rating in the **School Facility Good Repair Status** section of the School Accountability Report Card. B. Staff sign in sheets & HR records show staff participated in 4 hours of training in a variety of emergency response skills, including evacuation for fire/earthquake, first aid/CPR, mandated reporting, and hazardous materials. 4 safety drills were executed across the main and annex buildings. C. Suspension data = 10 (1.7%) in-school suspensions involving 8 (1.4%) students and 10 (1.7%) out of school suspensions involving 5 (.9%) students for a total of 20 (3.5%) suspensions involving 11 students involved (1.9%). D. There are no student expulsions to date. E. Due to the changes in reporting citizenship grades by ORCA categories (Organization, Responsibility, Careful, Accepts Responsibility), this data was not able to be extracted from PowerSchool for primary grades. In grades 6-8, 36% of students earned ORCA Es, 50% earned Ss, 10% earned Ns and 4% earned Us in the 3rd quarter. F. The Staff School Climate survey results showed priority areas for growth were in maintaining a secure campus and providing counseling and support services. G. 507 of 533 TK-7th graders are reenrolled for 2016-17 = 95% re-enrollment rate

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Healthy and Safe Facility a. Daily general cleaning by custodial staff will maintain campus cleanliness using only "green" products; Annual and monthly facility inspections will screen for safety hazards b. Annually, all school employees will be trained on the elements of the School Emergency Response Plan. Students and staff will participate in Fire, Earthquake, and other safety drills. o Purchase and install a PA system to ensure routine and emergency announcements are heard by all staff, students and visitors c. The Wellness Committee will work with school administration to promote healthy choices, monitor community fidelity to OCEAA's Wellness Policy, and contribute questions to the annual satisfaction survey to gather feedback for improvement.	$134,59,000 for building maintenance, repair, housekeeping services $250 for emergency kits $15,000 for PA systems	Healthy and Safe Facility a. Daily general cleaning by custodial staff will maintain campus cleanliness using only "green" products; Annual and monthly facility inspections will screen for safety hazards b. Teachers had ½ day of training at the beginning of the year on emergency procedures; 1 fire drill and 1 earthquake drill were executed in the main building; 1 fire drill and 2 earthquake drills were executed in the Annex. In addition, staff completed required First Aid/CPR, Blood Bourne Pathogen, Hazard Communication and Fire Extinguisher trainings. o A PA system was not purchased or installed; we have used the page option on the phones in the main building; however, announcements are often hard to hear. c. The Wellness Committee met inconsistently during the year.	• #5500-Janitorial Svc $62,400 • #5601 Building Maint/Rpr ~$15,000
Scope of service: Schoolwide X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Schoolwide X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Positive and Responsive School Climate a. OCEAA staff will model, teach and recognize ORCA behaviors daily and over time to build a safe and caring community b. OCEAA staff will implement a strong Tier 1 discipline plan using the Positive Behavior Interventions and Supports (PBIS) approach; when Tier 1 interventions are not successful, individualized intervention plans are created with students and parents to manage behavior issues and concerns o Implement Class Dojo schoolwide to provide positive feedback on student behavior choices consistently across all areas of the school and track	$20,000 for P/T TK-K Site Coordinator $2,000 for PBIS/ORCA Splash Program $3,000 for iPads $20,000 for part time counselor	Positive and Responsive School Climate a. OCEAA teachers developed ORCA matrices with students and watched/discussed videos during the first days of school to make behavior expectations explicit; the School Director and playground team conducted grade level assemblies to review ORCA behaviors and explain ORCA Splash rewards. b. OCEAA staff received ½ day of training in the schoolwide discipline system (MDRs/ODRs) during pre-service days and reflected/refined practices quarterly. o Class Dojo implemented 1-8 schoolwide as described. o School iPhones were given to PE and dining hall staff to access Class Dojo (previously purchased)	• $2,000 #5800-DERO Technical Services 6/15/15-Creation of K-3 Standard Based Report Cards (also appears in Goal 1) • $20K Salary TK-K Coord • #4301-$400 SWIS data access • #5210-OCDE PBIS

individual and class progress towards ORCA Splash rewards ○ Purchase iPads for playground, dining hall, administrators and other out-of class staff to access Class Dojo ○ Create a TK-K Program Coordinator position to support the Annex staff in managing day-to-day behavior problems, communicating with parents, and providing general day-to-day assistance. c. Year 2 refinement of Citizenship rubrics aligned to ORCA behaviors and report cards to provide important feedback to parents and students d. Continue to provide student wellness support through a part-time counselor/social worker and enter a partnership with the UCI nursing program e. Year 2 Peer Assistance Leadership program (PAL) implementation f. A variety of student activities will further enhance students' sense of belonging and community. ○ Student Leadership Team – provide leadership trainings, recognition and team-building events ○ Safety Monitors – provide training, recognition and team-building events ○ Sound Crew – provide training, recognition and team-building events	$0.0 for UCI nursing program $3,000 for Student Activities materials and supplies, including PAL	○ TK-K Program Coordinator hired and fulfilled duties as described. ○ School Director and TK-K Coordinator supervised individualized interventions as needed. c. Report cards were redesigned to clearly define the ORCA behaviors that are used to determine citizenship in all grade levels. d. Last year's part-time counselor/social worker left to take a different job, and there were no applicants for the posted position; UCI nursing program conducted vision screenings, hearing screenings, and health classes for 5th and 8th grades. e. Peer Assistance Leadership program (PAL) program was not implemented. f. Student Leadership Team, Safety Monitors and Sound Crew were implemented successfully. A math competition club was initiated for 4th graders. Additional: • Purchase SWIS data access to track Tier 1 discipline data (MDRs and ODRs) • PBIS team attended Tier 2 training with OCDE	Tier 2 training with OCDE $1,500
Scope of service: Schoolwide X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Schoolwide X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continuous Improvement a. OCEAA staff will devise and administer satisfaction surveys to parents, students, and teachers annually to assist in gather feedback for program improvement. Results of surveys will be presented to the OCEAA Board of Directors for discussion and follow-up.		Continuous Improvement a. Students in grades 5-8 took the California Healthy Kids Survey; parents took the California School Parent Survey, and staff took the California School Climate Survey. b. OCEAA provided required federal and state parent notifications and school communications to parents in a	WestEd Cal Schools Survey System – MOU signed and returned, invoice not received. (also

b. OCEAA will provide required federal and state parent notifications and school communications to parents in a timely manner.			timely manner.		in Goal 4)
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
X_ALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The data, periodic reflections and survey results suggest that Tier 1 actions were implemented with success and need to be expanded to the next phase, particularly revising the part-time counselor/social worker position to become a full time role that integrates responsibilities for coordinating Tier 2 and 3 PBIS supports – this was the greatest area of need identified by staff and parents. Tier 2 and 3 supports are especially needed by middle school students. Because of its size, and number of new teachers, the middle school team needs additional support with creating a consistent learning culture across classes. Implementing a conflict resolution and social-emotional learning/mindfulness curriculum would also round out the PBIS Tiers. Revamping the Safety Manual and more training in a variety of safety protocols are also needed – this was another area of weakness identified by staff in the School Climate Survey

Original GOAL from prior year LCAP:	100% of students are supported by parent-school partnerships that are focused on their social, emotional and academic development.	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: OCEAA/Charterwide Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
A. Annual Average Daily Attendance will be at least 95% B. 80% of enrolled students will have fewer than five absences during any one school year C. All official documents of dis-enrolled middle school students are transferred successfully to new institutions within the United States. D. Annually, OCEAA will maintain parent representation and leadership E. Annually, 100% of parents will register for a volunteer opportunity during ORCA registration F. Annually, OCEAA will host two school-wide conferences and at least 3 extracurricular events G. Annually, community results for the survey will indicate at least 75% overall satisfaction	A. As of 6/3/16 school ADA is 96.97%, no grade is under 95% B. Need data from Jashua C. All official documents of dis-enrolled middle school students have been transferred successfully to new institutions within the United States to date. D. OCEAA's parent leadership organizations (FSO, SSC, ELAC) have held elections, participated in monthly meetings and reported to the board as required. E. 100% of families were provided the opportunity and encouraged to sign up for volunteer opportunities. Due to switch of registration systems (K12 to Registration Gateway) the actual numbers who signed up are not available this year. F. OCEAA hosted schoolwide conferences at the end of Quarters 1 and 3; extracurricular events included a Fall Festival, Winter Extravaganza, Jog-a-thon, Family Math Night and Literacy Night. G. Data from the Parent School Survey is not yet available.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Proactive Attendance Monitoring a. OCEAA will update and promote its Family Handbook Attendance Policies annually to make sure parents have access to regulations about absences, tardies, early dismissals, SART, and SARB. b. Parents will be informed of chronic absences as specified in student handbook c. OCEAA's Registrar will maintain communication with		Proactive Attendance Monitoring a. The Family Handbook Attendance Policies will be revised based on consultation with the District Attorney's office. b. The School Director and Attendance Clerk executed the SART/SARB procedures outlined in student handbook. c. OCEAA's Registrar maintained communication with families of students who dis-enroll, and email/phone records with new institutions, until transfer of official	• Attendance Clerk Salary & Benefits ~$47,500 • Registrar Salary & Benefits ~$64,000

families of students who dis-enroll, and email/phone records with new institutions, until transfer of official documents has occurred.			documents has occurred.	
Scope of service: Schoolwide _X_ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: Schoolwide _x_ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Promoting Parent Involvement a. OCEAA will promote and work with parent leadership organizations including but not limited to: o Families Supporting OCEAA (FSO) o English Learner Advisory Council (ELAC) b. School administration will plan and implement a School Site Council to increase shared decision-making capability o Secure training and support from OCDE or charter school organizations to ensure that the SSC adheres to responsibilities outlined in the California Education Code as needed. c. School administration will convene OCEAA Board members, FSO, ELAC and SSC leaders for annual training, with support from OCDE or charter school organizations, to ensure that communication and facilitation processes are applied consistently for robust community participation. d. School administration will work with the FSO Parent Volunteer Coordinator to solicit a volunteer list that the coordinator will organize based on expertise and availability. e. OCEAA will promote opportunities for parents and families to build school partnerships such as: o Back to School Nights o Academic conferences 2X per year for all students and an additional 1x for students not meeting proficiency goals o Arts performances			Promoting Parent Involvement a. OCEAA promoted and worked with: o Families Supporting OCEAA (FSO) o English Learner Advisory Council (ELAC) o School Site Council (SSC) b. SSC elections were held in December, council training was conducted in February, and monthly meetings began in March o Contracted with OCDE for consultation and training. c. Because all leadership organizations were not functioning at the beginning of the year, this is an activity to include in 16-17. d. FSO experienced leadership turnover this year and did not secure a volunteer coordinator. e. OCEAA promoted and provided the following opportunities for parents and families to build school partnerships: o Back to School Nights held in August/September for TK-8 o Academic/student-led conferences were held for all students after Quarters 1 and 3, and after quarter 2 for students not meeting proficiency goals o Arts performances: Winter Extravaganza, Gold Dust or Bust Musical, Orange Valley History Simulation, Bowers Family Day, End of Year Extravaganza and many classroom/assembly exhibitions o Monthly Coffee chats w/administration and board members o Field trip chaperoning for all grades	• $650 CABE invoice for parent workshop • $600 OCDE invoice for ELAC/SSC trainings

○ Coffee chats w/administration and board members ○ Field trip chaperoning ○ Room parents ○ Extra-curricular events (Jog-a-thon, Fall Festival, concerts) ○ Monthly parent education workshop based on interest survey			○ Room parents for all grades ○ Jog-a-thon ○ Fall Festival ○ Parent tours and orientations ○ Family Math Night ○ LCAP engagement session by CABE ○ Read Naturally program training ○ Standards-based grading workshops ○ International Literacy Night ○ Biliteracy Awards workshops ○ Dual Immersion Program workshops		
Scope of service: Schoolwide _X_ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: Schoolwide _x_ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Continuous Improvement a. Annually, OCEAA will conduct school satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the OCEAA Board of Directors for discussion and follow-up. b. School administration will monitor communication systems to ensure accuracy and timeliness of important information sent to parents c. With parent input, school administration will develop or revise parent procedures for making suggestions, resolving conflicts, and raising concerns or complaints. d. School administration will oversee the transition to a new website to improve marketing, improve ease of access to materials, and promote a positive school image. .		None – Admin. monitoring	Continuous Improvement a. Parents took the California School Parent Survey; data is not yet available. b. School administration is currently making revisions to job descriptions to tighten the messaging and presentation of internal and external communication; all required notifications (EL status, CAASPP scores, etc) were sent according to established guidelines. c. Uniform Complaint Procedures have been updated and posted. d. A new website was launched in February. .		WestEd Cal Schools Survey System – MOU signed and returned, invoice not received. (also in Goal 4)
Scope of service: Schoolwide _X_ALL			Scope of service: Schoolwide _x_ALL		

OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The ELAC Needs Assessment and School Parent Survey and ongoing informal parent consultations indicate a desire for more regularly reported information about student progress (for example, monthly progress reports), more counseling services, more extra help for math, and more opportunities to be engaged in the school's planning processes. Parents responded well to the improved standards-based grading and student-led conferences, and turned out with solid support for a variety of events. A CABE facilitated LCAP workshop was well attended and parents expressed an interest in more sessions like it for 2016-17. Parents have named the library as a priority; our volunteer librarian of the last 6 years will be retiring.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$___1,071,608_____
OCEAA's unduplicated pupil population for 2015-16 was 452 students (78.6 percent of the total population of 575 students based on Fall 1 actuals), and is anticipated to be 485 of 617 students in 2016-17 (78.6%). Estimated supplemental and concentrated grant funds are calculated at $1,071,608. Ongoing consultation with staff, parents and students, as well as local assessment data has strengthened our commitment to continuing and	

refining the initiatives begun in the prior year LCAP to close the achievement gap.

In order to achieve the broad goal of 100% Proficiency, funding is allocated to support the implementation of high quality, CCSS-aligned curriculum and instruction that is essential to the academic success of low income students and English learners. We will enact year 2 implementation of quality core curricula, and improve program monitoring, data analysis and intervention.

To achieve the broad goal of 100% biliteracy, funding is allocated to further strengthen balanced literacy instruction, translate short and long term language goals into Learning Targets, utilize more authentic Spanish language materials, and improve delivery of designated and integrated ELD through deeper levels of practice in the ELA/ELD framework.

To achieve the broad goal of 100% engagement, we will refine our PBIS program to provide more targeted social/emotional supports and behavior interventions, particularly for at-risk middle school students. A new student assessment system will provide more frequent progress updates to parents to engage them in an authentic home-school partnership that support academic schievement.

B. In the box below, 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).

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). 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.

24.56%	%

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]