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

### **Introduction:**

LEA: Oasis Charter Public School Contact: Dr. Juanita Perea, Ed.D. [juanitaperea@oasischarterschool.org](mailto:juanitaperea@oasischarterschool.org) (831) 424-9003 LCAP Year: 2013-2014

### ***Local Control and Accountability Plan and Annual Update***

***UCEN Inc. Board Approved on June 11<sup>th</sup>, 2014***

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*



**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)



**Section 1: Stakeholder Engagement**

Involvement Process	Impact on LCAP
<p>Public Forum: July 29<sup>th</sup>, 30<sup>th</sup> and August 1st, 2013</p> <p>The school year began with brainstorming whole group sessions on the creation and alignment of the Oasis’ Strategic Plan and LCFF/LCAP as part of the orientation and work training for staff, families, community members, administration and board members. On July 29<sup>th</sup>, 2013, a well-attended Community Meeting was held to brainstorm and identify the areas of need and stakeholders that needed to be part of the process. More than 40 community members worked in groups to generate ideas for actions and services within the different priorities. A complete list of all the suggestions gathered at the meeting were posted and consolidated to continue the process.</p> <p>By August 1<sup>st</sup>, the list of ideas was consolidated into five main categories. On August 28<sup>th</sup> and All Family Meeting was intended as an orientation for families to share the many different ways in which their participation and involvement impacts the school as well as their children’s education.</p> <p>Several bi-weekly meetings were held in September and October to prioritize and refine the identified areas of need and development.</p> <p>Stakeholders Meetings:</p> <p>The LCAP group was composed of members of the Oasis Community Council, English Language Acquisition Committee, parents and guardians of students with special needs and students that are eligible for free or reduced-price meals as well as members of other sub-groups.</p> <p>By November 5<sup>th</sup>, 2013 a draft of the areas of need and development was brought before the Oasis Community Council (OCC) group for input. The LCAP Committee continued prioritizing Oasis’ needs and areas of development and aligning them with the State eight priorities. On December 12<sup>th</sup>, 2013 an LCAP</p>	<p>Gathering Input from Multiple Sources:</p> <p>Oasis gathered information from different stakeholders, families, staff, community members, administration board members. The sessions were facilitated by a professional in the field, who was a former founding and board member. The larger group was organized into small structured and guided groups to generate ideas about challenges to creating and maintaining successful and effective academic programs for all students. For the next two days, the small groups then prioritized the list and suggested ways to create new systems and/or improve existing programs and services. This interactive process created suggestions that generated a list of proposals which would require significant changes to the program and services currently provided at the school. Some of the changes would also require additional funding, which meant that the group needed to prioritize, be creative and consider other funding sources as well as resources to address some needs.</p> <p>The LCAP Committee had the task of prioritizing the annual goals, actions and funds to increase and improve student academic achievement.</p> <p>The Family Community meetings were held in the evening and child care was provided. Also, Spanish/English and American Sign Language (ASL) translation was provided.</p> <p>Survey and Budget Tools:</p> <p>The LCAP Committee with input from the community meetings created a paper form and an online survey that was circulated to all Oasis’ families. The survey asked respondents to rank top priority goals, programs and services based on the eight state priorities. The results of the survey found that .....</p> <p>Top Priorities:</p>



Involvement Process	Impact on LCAP
<p>Community Meeting was held to establish annual goals for all students, and prioritize actions that will be taken to achieve those goals as well as detail how funds will be spent to increase or improve services. The group was organized in self-selected focus groups. The focus groups had representatives of the students in our key subgroups. The groups included Oasis Community Council (OCC); Under Construction Educational Network Inc. (UCEN), Oasis Governing Board, English Language Acquisition Committee (ELAC), Community Advisory Committee (CAC) for Special Education, Oasis' Staff Members, among other representatives of target student groups. The focus groups were provided data on areas of need and development such as standardized test scores, grade level literacy achievement levels, attendance and truancy, suspension, English Language proficiency and were asked to provide suggestions for improving Student Academic and Social Achievement, School Climate, Student Engagement, and Family Involvement.</p> <p>After the meeting was held, the LCAP committee continued taking input, comments and feedback from families and community members who were unable to attend.</p> <p>From January to April of 2014 the LCAP Committee held bi-weekly to continue prioritizing the goals, actions and funding required carrying out the plan.</p> <p>On March 5<sup>th</sup>, 2014 another All Family Meeting was and it was intended to inform the families of the many different ways in which they were invited to participate in their children's education as well as in the school. The LCAP Committee with input from the community formulated a survey that addressed the State eight priorities.</p> <p>The survey was created and distributed in English and Spanish. It was send home in a paper form and a link was created in Oasis' website for online submission. The survey was anonymous. The data was gathered and aggregated for analysis purposes.</p>	<p>The initial prioritizing and survey results placed the following priorities in the top:</p> <ul style="list-style-type: none"> <li>• Diverse Teacher Recruitment and Retention</li> <li>• Family Participation and Engagement</li> <li>• School/Home Communication</li> <li>• Conflict Resolution Support</li> <li>• Counseling/Mental Health Services</li> <li>• Higher Academic Expectations, Standards and Rigor</li> <li>• Educational Services for Advanced Students and Socio-economically Disadvantaged Students</li> <li>• After School Intervention focused on Academics and Social Skills</li> <li>• Literacy and Math Coaches</li> <li>• Specialty Classes for ALL Students</li> </ul> <p>Revised Priorities:            After in-depth discussions, review of all input and data collection, and the budget priorities, there were some shifts and changes. The Family Participation and Engagement as well as Home/School Communication rose to the top, while the other priorities, previously identified, remained of high importance. Another priority that remained of constant conversation was Diverse Staff Recruitment and Retention. The needs of the Hispanic and Socio-economically Disadvantaged groups emerge as a high priority as well, including the desire to keep and improve programs and services provided. Some of those programs and services were the Specialty Classes and Academic as well as Social Intervention. Cultural competency training for all staff members also surfaced and the need to prioritize and evaluate LCAP funded programs was a priority in order to ensure reliable and relevant data collection to develop programs and provide services for targeted groups.</p> <p>Focus Group Input and Accessible Language:            Input from the community focus groups was summarized within</p>



Involvement Process	Impact on LCAP
<p>Communication: A member of the Under Construction Education Network Inc. (UCEN), Oasis Governing Board, would inform the community and any members of the public who attended the board meeting of the progress and update of the LCAP/LCFF. Administration and the Board took public/community input and comments seriously in the development of the LCAP.</p> <p>Information was also shared during the OCC meetings since families attend the meeting on a monthly basis.</p>	<p>the key priorities of Academic Excellence (Student Achievement, School Climate, and Student Engagement), Home/School Communication (School Climate), Staffing (Basic Necessities), Family Participation and Engagement (Parental Involvement). The identified needs and suggestions from the community focus groups were incorporated into the summary overview of the LCAP components.</p> <p>LCAP Executive Summary The LCAP summary overview began with the areas of need and development that had surfaced in the search process, the three-year goals established to meet the needs, and a summary of what Oasis currently offers to address the identified needs as well as what Oasis will do next in order to improve, expand programs and services to serve all students and all identified subgroups.</p> <p>Another Community Meeting was held on May 26<sup>th</sup>, 2014, with a diverse group of over 40 people in attendance, including may staff members. The preliminary draft was presented and then small groups discussed suggestions for implementation or improving services in 10 key priority areas that emerged: Student Academic Achievement in Mathematics and Literacy, Family Participation and Engagement, Student Engagement, English Proficiency for English Learners, Culturally Relevant Teaching and Learning, Qualified Teachers, Diverse Teacher Recruitment and Retention, On-Site and Job-Embedded Teacher Professional Development, Social, Emotional Skills and Mental Health, Implementation of Specialized Programs and Student Engagement.</p> <p>These suggestions were then shared with the ELAC, LCAP, OCC, and staff members for additional expansion of programs and services.</p>



Involvement Process	Impact on LCAP
	<p>A preliminary draft LCAP was shared with the different stakeholders, UCEN Board of Directors on May 28<sup>th</sup>, Community Forum on May 29<sup>th</sup>, 2014, ELAC and OCC, on June 2<sup>nd</sup>, 2014. The groups were asked to input and feedback of the first draft during as well as after the meeting. Their comments were taken over the next two weeks. A second draft will be presented to the UCEN Board of Directors on June 11<sup>th</sup>, 2014 with a final draft and budget presented to the Board with a public hearing on June 19<sup>th</sup>, 2014.</p>



## Section 2: Goals and Progress Indicators

Identified Need and Metric	Goals			What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Learning Conditions</b> <b>LCAP Focus Goal 1: Provide high quality and rigorous classroom instruction and curriculum that promote equity for all students with program and services in place to eliminate barriers to student academic achievement.</b>							
<b>Students Need Qualified Teachers:</b> Loving, caring, committed, collaborative, phenomenal teachers who use a variety of teaching strategies and represent the student population  <b>Metric: Credentials -</b> Williams Audit; CALPADS and SARC annual Credential Report,	<b>Goal 1.1: Credentialed Teachers</b> All teachers (100%) will be fully credentialed or working towards a full credential within their first year of teaching at Oasis. Teachers will be appropriately assigned for their teaching placement.	All students	Oasis Charter	<b>Credential All: 100%</b>	<b>Credential All: 100%</b>	<b>Credential All: 100%</b>	<i>Priority 1 – Basic Necessities</i>  <i>Priority 2 – Implementation of State Standards</i>
	<b>Goal 1.2: Implementation of new State Standards</b> All teachers will be provided with on-site, job-embedded professional development to support them with the full implementation of the Common Core (CCSS) and Next Generation Science Standards (NGSS) including cross curricula integration of technology,	All students	Oasis Charter	<b>CCSS, NGSS &amp; STEAM Support</b> 70% ELA, Math, Science, Social Studies, Engineering and trained.	<b>CCSS, NGSS &amp; STEAM Support</b> 90% ELA, Math, Science, Social Studies, Engineering and trained.	<b>CCSS, NGSS &amp; STEAM Support</b> 100% ELA, Math, Science, Social Studies, Engineering and trained.	<i>Priority 4 – Student Achievement</i>  <i>Priority 5 – Student</i>



Identified Need and Metric	Goals			What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>CCSS Training-</b> Professional Development Sign-Ins, Coaching Schedules, Teacher Survey</p>	<p>engineering, the art and mathematics (STEAM) to ensure all students have access to the necessary curriculum and materials to be academically successful.</p>						<p><i>Engagement</i></p> <p><i>Priority 6 – School Climate</i></p>
<p><b>Students Need a Spectrum of Educational Experiences and Programs</b> College and career learning experiences that are meaningfully connected to their lives and goals</p> <p><b>Metric:</b> Schedule of college visits, pre and post assessments and attendance records</p>	<p><b>Goal 1.3: College Path Thinking for at risk students</b> 100% of identified subgroups and upper grade students will identify a college and careers of interest and will be monitored until their 6<sup>th</sup> grade graduation.</p>	<p>All students English Language Learners Socio-economically disadvantaged Hispanic Special Education Students in intervention and/or support programs</p>	<p>Oasis Charter</p>	<p>100% of identified subgroups will receive AVID Elementary curriculum</p> <p>Upper grade students will tour at least 3 community colleges and universities</p>	<p>100% of identified subgroups will receive AVID Elementary curriculum</p> <p>Upper grade students will tour at least 3 community colleges and universities</p>	<p>100% of identified subgroups will receive AVID Elementary curriculum</p> <p>Upper grade students will tour at least 3 community colleges and universities.</p>	<p><i>Priority 4 – Student Achievement</i></p> <p><i>Priority 5 – Student Engagement</i></p> <p><i>Priority 7 – Access to Courses</i></p> <p><i>Priority – 8</i></p>



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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	<p><b>Goal 1.4: Challenging Curriculum for Gifted and Talented Students</b> 100% of identified students will receive additional academic services</p>	<p>All students</p> <p>English Language Learners</p> <p>Socio-economically disadvantaged</p> <p>Hispanic</p> <p>Special Education</p>	<p>Oasis Charter</p>	<p>100% of identified students will receive additional instruction in the identified academic areas of need</p>	<p>100% of identified students will receive additional instruction in the identified academic areas of need</p>	<p>100% of identified students will receive additional instruction in the identified academic areas of need</p>	<p><i>Other Student Outcomes in Subject Areas</i></p>
	<p><b>Goal 1.5: Full Spectrum of Specialized Educational Services and Programs</b> Students will demonstrate grade level mastery of the standards with Grade Level benchmark performance assessments as the indicator of progress.</p>	<p>All Students</p>	<p>Oasis Charter</p>	<p>100% of students will receive weekly instruction from fully qualified teachers Students will meet trimester</p>	<p>100% of students will receive weekly instruction from fully qualified teachers Students will meet trimester</p>	<p>100% of students will receive weekly instruction from fully qualified teachers Students will meet trimester</p>	



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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				benchmarks for all subjects	benchmarks for all subjects	benchmarks for all subjects	
<b>Student Outcomes</b>							
<b>LCAP Focus Goal 2: Assurance of high academic achievement by fully implementing programs and systems that are culturally and linguistically responsive to the needs and backgrounds of our students.</b>							
<b>Students Need Grade Level Literacy and Math Skills:</b> Grade level proficiency in Literacy and Math to ensure full to all curriculum and instruction  <b>Metric: Literacy –</b> Reading A-Z, Easy CBM (CCSS) Reading Assessments & Smarter Balanced Assessment (SBA) in Reading	<b>Goal 2.1: Grade Level Literacy Proficiency</b> Students will demonstrate grade level mastery in literacy with Grade Level benchmark performance assessments as the indicator of progress.	All students  English Language Learners  Socio-economically disadvantaged  Hispanic  Special Education	Oasis Charter	<b>All:</b> 47% <b>EL:</b> 26% <b>SED:</b> 48% <b>SPED:</b> 45% <b>Hispanic:</b> 49%	<b>All:</b> 57% <b>EL:</b> 41% <b>SED:</b> 63% <b>SPED:</b> 60% <b>Hispanic:</b> 64%	<b>All:</b> 67%+ <b>EL:</b> 56% <b>SED:</b> 78% <b>SPED:</b> 75% <b>Hispanic:</b> 79%	<i>Priority 4 – Student Achievement</i>  <i>Priority 2 – Implementation of CA Common Core State Standards</i>
	<b>Goal 2.2: Grade Level Math Proficiency</b> Students will demonstrate grade level mastery in math with grade level performance assessments as an indicator of progress.  The percentage of students scoring at grade level in literacy and math on state standards aligned assessments will increase			Oasis Charter	<b>All:</b> 55% <b>EL:</b> 58% <b>SED:</b> 59% <b>SPED:</b> 65% <b>Hispanic:</b> 59%	<b>All:</b> 65% <b>EL:</b> 73% <b>SED:</b> 74% <b>SPED:</b> 80% <b>Hispanic:</b> 74%	<b>All:</b> 75% <b>EL:</b> 88% <b>SED:</b> 89% <b>SPED:</b> 95% <b>Hispanic:</b> 89%



Identified Need and Metric	Goals			What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Math –</b> Every Day Math (CCSS) Assessments &amp; Smarter Balanced Assessment (SBA) in Math</p>	10% or higher for all students and by 15% or higher for identified subgroups beginning with the 2015 standardized assessment administration.						
<p><b>Students Need Role Teacher Models:</b> Exceptional, loving, caring, collaborative, teachers who use a variety of teaching strategies that represent and support the student body</p> <p><b>Metrics:</b> <b>Professional Development:</b>  Training Sign-Ins</p> <p><b>Cultural Competency:</b> Teacher Survey</p>	<p><b>Goal 2.3: Cultural &amp; Linguistic Relevant Pedagogy</b> By 2016-2017, 100% of the teachers will be trained in culturally relevant and inclusive teaching practices and strategies for English Language Learners, and use effective strategies that address students’ social, emotional, cognitive, intellectual and physical needs.</p>	All students	Oasis Charter	60% of the teachers will be trained and will be using all learned strategies for higher academic and social standards and expectations	80% of the teachers will be trained and will be using all learned strategies for higher academic and social standards and expectations	100% of the teachers will be trained and will be using all learned strategies for higher academic and social standards and expectations	<p><i>Priority 4 – Student Achievement</i></p> <p><i>Priority 5 – Student Engagement</i></p> <p><i>Priority 6 – School Climate</i></p>



Identified Need and Metric	Goals			What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Teacher of Minority Groups:</b> CALPADS	<b>Goal 2.4: Diverse Teacher Recruitment and Retention</b> Increase the percentage of teachers of minority groups, males, or former English Learners.  Increase the retention rate of all staff members.	All students, Hispanic, English Learners, Socio-economically Disadvantaged, and Students with Exceptional Needs	Oasis Charter	Recruit and recruit teachers of minority groups to achieve 60%  70% of staff retention	Recruit and recruit teachers of minority groups to achieve 65%  80% of staff retention	Recruit and recruit teachers of minority groups to achieve 70%  90% of staff retention	<i>Priority 1 – Basic Necessities</i>  <i>Priority 3 – Family Involvement</i>
<b>Students Need English Proficiency:</b> Mastery of the English language in order to access grade level curriculum and instruction Metric: California English Language Development (CELDT) Assessment measures of annual progress (AMAO 1)	<b>Goal 2.5: English Proficiency for English Learners</b> English Learners will demonstrate at one year progress annually towards English proficiency as measured by the state English proficiency assessment (AMAO 1).	English Learners	Oasis Charter	AMAO 1: 45%	AMAO 1: 55%	AMAO 1: 65%	<i>Priority 4 – Student Achievement</i>  <i>Priority 2 – Implementation of State Standards</i>



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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Engagement</b>							
<u>LCAP Focus Goal 3:</u> Ensure a safe, welcoming, inclusive and equitable educational environment for all students and their families.							
<p><b>Students Need Social-Emotional Skills and Mental Health</b></p> <p>Social and emotional skills for students to be ready to learn</p> <p><b>Metric:</b> New Progress Report section that includes the evaluation of social and emotional progress California Healthy Kids Survey (CHKS) Family and Student Surveys</p>	<p><b>Goal 3.1: Social-Emotional Skills and Mental Health</b></p> <p>Beginning in 2014-2015, students in will receive instruction that will include curriculum for social and emotional life skills, such as self-regulation, decision making, problem solving and relationship skills. The percentage of students scoring at a mastery level in their social-emotional skills section of the progress report will increase by 10% annually.</p> <p>Students in need will receive social-emotional supports such as Stop and Think, Stop, Think, Analyze and React (STAR) and Positive Behavioral Intervention Systems and mental health services.</p>	<p>All students, Hispanic, English Learners, Socio-economically Disadvantagedes, and Students with Exceptional Needs</p>	<p>Oasis Charter</p>	<p><b>Social-Emotional Domains:</b> <b>EL:</b> +10% <b>SED:</b> +10% <b>Hispanic:</b> +10% <b>SPED:</b> +10%</p>	<p><b>Social-Emotional Domains:</b> <b>EL:</b> +10% <b>SED:</b> +10% <b>Hispanic:</b> +10% <b>SPED:</b> +10%</p>	<p><b>Social-Emotional Domains:</b> <b>EL:</b> +10% <b>SED:</b> +10% <b>Hispanic:</b> +10% <b>SPED:</b> +10%</p>	<p><i>Priority 5 – Student Engagement</i></p> <p><i>Priority 4 – Student Achievement</i></p> <p><i>Priority 6 – School Climate</i></p> <p><i>Priority 5 – Student Engagement</i></p>



Identified Need and Metric	Goals			What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Students Need Full Engagement with School:</b> To be on time and attend school regularly.</p> <p><b>Metric:</b> Daily Attendance Report and Late Arrivals Sign-Ins</p>	<p><b>Goal 3.2 Regular and On-Time Attendance</b> The percentage of students who are habitually and chronically absent (more than 10 days) will be reduced by 10% or higher each year.</p> <p>The percentage of students who are habitually and chronically late (5-30 minutes) will be reduced by 15% or higher each year.</p>	All Students	Oasis Charter	<p>All: 18% EL: 13.5% SED: 18% Hispanic: 16% SPED: 12%</p> <p>All: 21% EL: 16% SED: 22% Hispanic: 21% SPED: 13.5%</p>	<p>All: 16% EL: 12% SED: 16% Hispanic: 14% SPED: 11%</p> <p>All: 17% EL: 14% SED: 20% Hispanic: 19% SPED: 12%</p>	<p>All: 14% EL: 10.5% SED: 14% Hispanic: 12% SPED: 10%</p> <p>All: 13% EL: 12% SED: 18% Hispanic: 17% SPED: 10.5%</p>	<p><i>Priority 4 – Student Achievement</i></p> <p><i>Priority 6 – School Climate</i></p>
<p><b>Students Need Full Positive Engagement with School:</b> Positive support and effective discipline strategies that keep students in school regularly</p> <p><b>Metric:</b> Annual State Suspension Report</p>	<p><b>Goal 3.3: Positive and Effective Discipline Support Systems and Services</b> The number of students who are suspended from school will be reduced each year by 10% through the participation in conflict resolution, anger management, and leadership roles.</p>	All Students Hispanic Socio-economically Disadvantaged English Learners Special Education	Oasis Charter	All Suspension 11.5%	All Suspension 10%	All Suspension 8.5%	<p><i>Priority 6 – School Climate</i></p> <p><i>Priority 5 – Student Engagement</i></p>



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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Students Need School and Family to Collaborate:</b> Families feeling welcomed and connected and able to participate and collaborate in the success of the students.</p> <p><b>Metric:</b> School Climate Survey Family Participation Volunteer Logs</p>	<p><b>Goal 3.4: Family and School Connection, Collaboration and Participation</b> Increase by 10% or greater annually family participation and collaboration and by 15% or higher reporting connectedness to schools and access to school resources.</p> <p>The percentage of collaboration and family participation with families of identified subgroups will increase by 10% annually as logged in the family participation log.</p>	<p>All Students</p> <p>English Learners</p> <p>Socio-economically Disadvantaged</p> <p>Special Education</p>	<p>Oasis Charter</p>	<p>Volunteer Logs: 75%</p> <p>School Climate Survey: 60%</p>	<p>Volunteer Log: 85%</p> <p>School Climate Survey: 75%</p>	<p>Volunteer Log: 95%</p> <p>School Climate Survey: 95%</p>	<p><i>Priority – 3 Involvement</i></p> <p><i>Priority 6 – School Climate</i></p>



**Section 3: Actions, Services, and Expenditures**

Section 3A: Actions, Services, and Expenditures for ALL Students and identified subgroups

Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<b>LCAP Focus Goal 1: Provide high quality and rigorous classroom instruction and curriculum that promote equity for all students with program and services in place to eliminate barriers to student academic achievement.</b>						
<b>Goal 1.1:</b> Credentialed Teachers	<i>Priority 1 – Basic Necessities</i>  <i>Priority 4 – Student Achievement</i>  <i>Priority 5 – Student Engagement</i>	A1.1 Continue to ensure all teachers are qualified and credentialed.  A1.1 Provide Induction Support along with PD for new teacher to ensure they are properly credentialed and assigned	LEA-Wide	\$932,130 (EPA funding & LCFF Base) for teacher salaries and benefits  \$10,000 (LCFF Base) for Induction Support Provider and \$15,000 (LCFF Base) Professional Development	\$968,725 (EPA funding & LCFF Base) for teacher salaries and benefits  \$10,000 (LCFF Base) for Induction Support Provider and \$20,000 (LCFF Base) Professional Development	\$1,038,868 (EPA funding & LCFF Base) for teacher salaries and benefits  \$10,000 (LCFF Base) for Induction Support Provider and \$25,000 (LCFF Base) Professional Development
<b>Goal 1.2</b> <b>Implement Common Core Standards</b>	<i>Priority 2 – Implementation Of State Standards</i>  <i>Priority 6 – School climate</i>	A1.2 Provide On-site and job-embedded professional development to support the full implementation of Common Core Standards (CCSS), Next General Science Standards (NGSS), including the integration of and Technology, Engineering, Arts and Mathematics (STEAM)	LEA-Wide	\$20,000 (CCSS) for Quality Literacy, Math and Science workshops, coaches, and curriculum planning. \$25,000 for a part-time Technology Teacher(CCSS)	\$25,000 (LCFF Base) for Quality Literacy, Math and Science workshops, coaches, and curriculum planning. \$25,000 for a part-time Technology Teacher (LCFF Base)	\$30,000 (LCFF Base) for Quality Literacy, Math and Science workshops, coaches, and curriculum planning. \$25,000 for a part-time Technology Teacher (LCFF Base)



Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<b>Goal 1.3: College Path Thinking for at risk students</b>	<i>Priority 5 – Student Engagement</i>	A1.3 Provide curriculum and professional development for all instructional staff and professional support for the full implementation of Advanced Via Individualized Determination (AVID) Elementary for all students Field trips to colleges and universities	LEA-Wide	\$15,000 for AVID professional development and curriculum  \$17,000 for coach and coordinator \$5,000 for student transportation, meals costs (LCFF Base)	\$9,000 for AVID professional development and curriculum  \$17,000 for coach and coordinator \$6,000 for student transportation, meals costs (LCFF Base)	\$6,000 for AVID professional development and curriculum  \$17,000 for coach and coordinator \$7,000 for student transportation, meals costs (LCFF Base)
<b>Goal 1.4: Challenging curriculum for Gifted and Talented Students</b>	<i>Priority 4 – Student Achievement</i>  <i>Priority 5 – Student Engagement</i>  <i>Priority 7 – Access to Courses</i>	A1.4 Provide curriculum and services that will support and challenge the identified students	LEA-Wide	\$12,000 for teacher compensation and instructional materials (CCSS)	\$15,000 for teacher compensation and instructional materials (LCFF Base)	\$20,000 for teacher compensation and instructional materials (LCFF Base)
<b>Goal 1.5: Full Spectrum of Specialized Educational Services and Programs</b>	<i>Priority 4 – Student Achievement</i>  <i>Priority 5 – Student</i>	A1.5 Provide curriculum and services that will support, challenge and enhance the learning experiences of all students	LEA-Wide	\$22,400 for a part-time Art teacher (LCFF Base)  \$25,000 for two part-time Physical Education teachers	\$22,500 for a part-time Art teacher (LCFF Base)  \$26,000 for two part-time Physical Education teachers	\$22,600 for a part-time Art teacher (LCFF Base)  \$28,000 for two part-time Physical Education teachers



Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
	<p><i>Engagement</i></p> <p><i>Priority 7 – Access to Courses</i></p> <p><i>Priority – 8 Other Student Outcomes in Subject Areas</i></p>			<p>(LCFF Base)</p> <p>\$28,000 for two part-time Spanish and ASL teachers (LCFF Base)</p> <p>\$25,000 for a part-time computer/technology teacher (LCFF Base)</p> <p>\$25,000 for a part-time Performing Arts teacher (LCFF Base)</p> <p>\$14,500 for a part-time music teacher (LCFF Base)</p>	<p>(LCFF Base)</p> <p>\$29,000 for two part-time Spanish and ASL teachers (LCFF Base)</p> <p>\$26,000 for a part-time computer/technology teacher (LCFF Base)</p> <p>\$25,000 for a part-time Performing Arts teacher (LCFF Base)</p> <p>\$15,000 for a part-time music teacher (LCFF Base)</p>	<p>(LCFF Base)</p> <p>\$30,000 for two part-time Spanish and ASL teachers (LCFF Base)</p> <p>\$27,000 for a part-time computer/technology teacher (LCFF Base)</p> <p>\$25,000 for a part-time Performing Arts teacher (LCFF Base)</p> <p>\$15,500 for a part-time music teacher (LCFF Base)</p>
<p><b>LCAP Focus Goal 2: Assurance of high academic achievement by fully implementing programs and systems that are culturally and linguistically responsive to the needs and backgrounds of our students.</b></p>						
<p><b>Goal 2.1: Grade Level Literacy Proficiency</b></p>	<p><i>Priority 4 – Student Achievement</i></p>	<p>A2.1 &amp; 2.2 Continue providing on-site and job-embedded PD and coaching for all teachers in Common Core Literacy, Science, Math curriculum standards and implementation (Reader’s and Writer’ workshop and Gradual Release of Responsibility)</p>	<p>LEA-Wide</p>	<p>\$20, 000 (One-time CCSS); \$10,000 (LCFF Base) and \$2,000 (Title II) for ELA, Math and Science workshops, coaches and curriculum planning</p>	<p>\$32, 000 (LCFF Base); \$12,000 (LCFF Base) and \$3,000 (Title II) for ELA, Math and Science workshops, coaches and curriculum planning</p>	<p>\$34, 000 (LCFF Base); \$12,000 (LCFF Base) and \$3,000 (Title II) for ELA, Math and Science workshops, coaches and curriculum planning</p>
<p><b>Goal 2.2:</b></p>	<p><i>Implementation of</i></p>			<p>\$10,000 for RTI</p>	<p>\$12,000 for RTI</p>	<p>\$14,000 for RTI</p>



Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<b>Grade Level Math Proficiency</b>	<i>CA Common Core State Standards</i>  <i>Priority 7 – Course Access</i>	<p>A2.1 &amp; 2.2 Improve and fully implement best practices in a three-tier model of literacy and math instruction and the Response to Intervention (RTI) model. Coaches to support teachers monitor student academic progress.</p> <p>A2.1 &amp; 2.2 Continue differentiation of instruction and scaffolding with class sizes of 24 students to teachers in K-3<sup>rd</sup> grade and 28 for all 4<sup>th</sup>-6<sup>th</sup> grade classes in an effort to support the implementation of Common Core literacy and math curriculum.</p> <p>A2.1 &amp; 2.2 Provide teachers with high-quality math and literacy intervention materials needed to support struggling.</p> <p>A2.1 &amp; 2.2 Provide Science, Technology, Engineering, Arts and Mathematics activities outside the school day for all K-6<sup>th</sup> grade students.</p>		<p>teachers, after school intervention program (LCFF Base)</p> <p>\$5,000 (CCSS) for intervention literacy and math instructional materials</p> <p>\$10,000 for consumable STEAM materials (LCFF Base)</p> <p>\$20,000 for STEAM curriculum (LCFF Base)</p> <p>\$3,000 (LCFF Base) to contract with Moss Landing Lab</p> <p>\$15,000 (LCFF Base) for field trips to colleges and university, technology, math &amp; science labs</p>	<p>teachers, after school intervention program (LCFF Base)</p> <p>\$6,000 (LCFF Base) for intervention literacy and math instructional materials</p> <p>\$38,911 for STEAM materials (LCFF Base)</p> <p>\$30,000 for STEAM curriculum (LCFF Base)</p> <p>\$5,000 (LCFF Base) to contract with Moss Landing Lab</p> <p>\$20,000 (LCFF Base) for field trips to colleges and university technology, math &amp; science labs</p>	<p>teachers, after school intervention program (LCFF Base)</p> <p>\$7,000 (LCFF Base) for intervention literacy and math instructional materials</p> <p>\$15,000 for STEAM materials (LCFF Base)</p> <p>\$11,653,000 for STEAM curriculum (LCFF Base)</p> <p>\$6,000 (LCFF Base) to contract with Moss Landing Lab</p> <p>\$22,000 (LCFF Base) for field trips to colleges and university technology, math &amp; science labs</p>



Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<b>Goal 2.3: Cultural &amp; Linguistic Relevant Pedagogy</b>	<p><i>Priority 4 – Student Achievement</i></p> <p><i>Priority 5 – Student Engagement</i></p> <p><i>Priority 6 – School Climate</i></p>	<p>A2.3 Continue developing culturally and linguistically relevant teaching practices for all instructional staff with support of PD workshops, coaching, that focus on Hispanic and English Language Learners.</p> <p>A2.3 Ensure full implementation of culturally and linguistically relevant instructional practices as identified in the scope and sequence and essential focus questions with a focus on Hispanic students and English Language Learners as facilitated by the coach and administration.</p> <p>A2.3 Administration to participate in Professional Learning Communities (PLCs) that are focused on cultural competency and strategies for English Language learners and the achievement of Hispanic students as well as other identified subgroups.</p>	LEA-Wide	<p>\$10,678 (LCFF Base) for seminars for classroom teachers, administrators, specialty teachers and instructional support staff members</p> <p>\$15,000 (LCFF Base) for conference attendance</p> <p>Administration to participate in on-going Professional Learning Communities (PCLs) at no additional cost</p>	<p>\$22,000 (LCFF Base) for seminars for classroom teachers, administrators, specialty teachers and instructional support staff members</p> <p>\$12,000 (LCFF Base) for conference attendance</p> <p>Administration to participate in on-going Professional Learning Communities (PCLs) at no additional cost</p>	<p>\$22,000 (LCFF Base) for seminars for classroom teachers, administrators, specialty teachers and instructional support staff members</p> <p>\$12,000 (LCFF Base) for conference attendance</p> <p>Administration to participate in on-going Professional Learning Communities (PCLs) at no additional cost</p>



Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<b>Goal 2.4: Diverse Teacher Recruitment and Retention</b>	<i>Priority 1 – Basic Necessities</i>  <i>Priority 3 – Family Involvement</i>	A2.4 Continue the community outreach efforts to partner with teaching credentialing programs to attract student teachers and teachers of minority groups, ex. Hispanic, English Language Learners among other affinity groups, and then support and retain these teachers with an effect Induction Program and a part-time Instructional Coordinator.  A2.4 Recruit instructional support staff of minority groups and support them to enter teacher preparation programs to become fully credentialed teachers. Include teachers, staff and families of students in the recruitment and hiring process.	LEA-Wide	\$20,000 (LCFF Base) for Induction Support Provider and \$35,000 for a part-time Instructional Coordinator (LCFF Supplemental) to lead and coach affinity groups and provide other supports for teachers of minority groups Hiring committee to identify potential qualified teacher and support staff at no additional cost	\$20,000 (LCFF Base) for Induction Support Provider and \$37,000 for a part-time Instructional Coordinator (LCFF Supplemental) to lead and coach affinity groups and provide other supports for teachers of minority groups Hiring committee to identify potential qualified teacher and support staff at no additional cost	\$20,000 (LCFF Base) for Induction Support Provider and \$40,000 for a part-time Instructional Coordinator (LCFF Supplemental) to lead and coach affinity groups and provide other supports for teachers of minority groups Hiring committee to identify potential qualified teacher and support staff at no additional cost
<b>Goal 2.5: English Proficiency for English Learners</b>	<i>Priority 4 – Student Achievement</i>  <i>Priority 2 – Implementation of State Standards</i>	A2.5 Recruit an experienced teacher and a paraprofessional to provide English Language Development (ELD) to all English Learners  A2.5 Provide training and workshops for teachers to learn best practices to support English Learners A2.5 Evaluate and adopt new English Language Development curriculum	LEA-Wide	\$15,000 for ELD teacher and \$8,000 for paraprofessional (LCFF Base) \$5,000 (LCFF) for training and workshops  \$3,000 (CLFF) for new curriculum	\$15,000 for ELD teacher and \$8,000 for paraprofessional (LCFF Base) \$5,000 (LCFF) for training and workshops	\$15,000 for ELD teacher and \$8,000 for paraprofessional (LCFF Base) \$5,000 (LCFF) for training and workshops  \$3,000 (CLFF) for new curriculum



Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<b>LCAP Focus Goal 3:</b> Ensure a safe, welcoming, inclusive and equitable educational environment for all students and their families.						
<b>Goal 3.1: Social-Emotional Skills and Mental Health</b>	<i>Priority 5 – Student Engagement</i>  <i>Priority 4 – Student Achievement</i>  <i>Priority 6 – School Climate</i>	A3.1 Provide professional development for all instructional staff designed to support students to learn skills such as self-regulation and control, social and self-awareness, decision-making, relationship building and democratic participation.	LEA-Wide	\$6,000 (LCFF Base) For Professional Development for all instructional staff	\$6,000 (LCFF Base) For Professional Development for all instructional staff	\$6,000 (LCFF Base) For Professional Development for all instructional staff
		A3.1 Hire a conflict resolution part-time teacher to coordinate program, provide teacher coaching and student support to all students.		\$16,000 (LCFF Base) for a part-time conflict resolution teacher	\$16,000 (LCFF Base) for a part-time conflict resolution teacher	\$16,000 (LCFF) for a part-time conflict resolution teacher
		A3.1 Evaluate and adopt new curriculum to support student’s needs, Stop and Think and Stop, Think, Analyze and React (STAR)		\$3,000 (LCFF Base) for new curriculum adoption	\$3,000 (LCFF Base) for new curriculum adoption	\$3,000 (LCFF Base) for new curriculum adoption
		A3.1 Contract a licensed counselor to provide weekly counseling services to all students in need to help them overcome any emotional trauma.		\$36,000 (LCFF Supplemental) for a part-time licensed counselor	\$38,000 (LCFF Supplemental) for a part-time licensed counselor	\$40,000 (LCFF Supplemental) for a part-time licensed counselor
		A3.2 Offer monthly bilingual family seminars to conduct outreach intervention around the importance and impact of being on-time and have		\$12,000 (LCFF Base) for a contracted psychologist and part-time family services	\$14,000 (LCFF Base) for a contracted psychologist and part-time family	\$16,000 (LCFF Base) for a contracted psychologist and part-time family



Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
	<p><i>Priority 4 – Student Achievement</i></p> <p><i>Priority 6 – School Climate</i></p>	<p>regular attendance.</p> <p>A3.2 Teachers, administration, and instructional support staff will conduct home visits during the month of September</p> <p>A3.3 Conduct family nights at least three times in the school year and two All Family Meetings to share the importance of daily school attendance</p> <p>3.2A Part-time Instructional Coordinator to schedule and conduct family meetings to address family and student needs in reference to their daily attendance and on-time arrival</p>		<p>liaison</p> <p>\$5,000 (LCFF Base) for teacher stipend and/or millage reimbursement</p> <p>\$1,000 (LCFF Base) for snacks &amp; printed information</p> <p>\$35,00 (LCFF Base) for part-time instructional coordinator</p>	<p>services liaison</p> <p>\$6,000 (LCFF Base) for teacher stipend and/or millage reimbursement</p> <p>\$1,000 (LCFF Base) for snacks &amp; printed information</p> <p>\$37,00 (LCFF Base) for part-time instructional coordinator</p>	<p>services liaison</p> <p>\$7,000 (LCFF Base) for teacher stipend and/or millage reimbursement</p> <p>\$1,000 (LCFF Base) for snacks &amp; printed information</p> <p>\$40,00 (LCFF Base) for part-time instructional coordinator</p>
<p><b>Goal 3.3: Positive and Effective Discipline Support Systems and Services</b></p>	<p><i>Priority 6 – School Climate</i></p> <p><i>Priority 5 – Student Engagement</i></p>	<p>A3.3 Fully implement the conflict resolution strategies and STAR Practices that build multi-lateral trust through alternative behavior intervention, implementation of restorative practices and counseling for alcohol, tobacco and drug prevention.</p>	<p>LEA-Wide</p>	<p>\$36,000 (LCFF Base) contract a counselor with Harmony at Home Sticks and Stones Program.</p> <p>\$15,000 (LCFF Base) to contract a Conflict Resolution part-time Teacher</p> <p>\$12,000 (LCFF Base)</p>	<p>\$38,000 (LCFF Base) contract a counselor with Harmony at Home Sticks and Stones Program.</p> <p>\$16,000 (LCFF Base) to contract a Conflict Resolution part-time Teacher</p> <p>\$14,000 (LCFF Base)</p>	<p>\$40,000 (LCFF Base) contract a counselor with Harmony at Home Sticks and Stones Program.</p> <p>\$17,000 (LCFF Base) to contract a Conflict Resolution part-time Teacher</p> <p>\$16,000 (LCFF Base)</p>



Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
				for Behavior Specialist and Full-time Special Education Teacher for students with IEPs in Special Education Budget	for Behavior Specialist and Full-time Special Education Teacher for students with IEPs in Special	for Behavior Specialist and Full-time Special Education Teacher for students with IEPs in Special
<b>Goal 3.4: Family and School Connection, Collaboration and Participation</b>	<p><i>Priority 3 – Involvement</i></p> <p><i>Priority 6 – School Climate</i></p>	A3.4 Continue expanding and strengthening our communication systems, Automatic All Call System, Thursday Folders, Web-site, Google Calendar to ensure proper bilingual communication with all families	LEA-Wide	\$5,000 (LCFF Base) for web design, google calendar update, automatic all call system, Thursday folders	\$5,000 (LCFF Base) for web design, google calendar update, automatic all call system, Thursday folders	\$5,000 (LCFF Base) for web design, google calendar update, automatic all call system, Thursday folders
		A3.4 Provide accessible language translation to families in need to ensure their full participation, access and understanding		\$2,000 (LCFF Base) Spanish and American Sign Language (ASL) translators	\$2,000 (LCFF Base) Spanish and American Sign Language (ASL) translators	\$2,000 (LCFF Base) Spanish and American Sign Language (ASL) translators
		A3.4 Open invitation to targeted student family members to participate in the staff interview and hiring process and provide translation as needed				
		A3.4 Continue to improve and increase the attendance of family seminars, All Family Meetings, Family Nights, Science, Literacy, Engineering,				



Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		Arts and Math Nights by utilizing the various means of communication to invite families by offering child care and Spanish/English and American Sign Language (ASL) translation A3.4 Continue to increase family participation and collaboration in the OCC, UCEN, ELAC, LCAP Advisory Group as well as expand the volunteer opportunities during evening and weekend events		No cost associated with the increment of family participation opportunities throughout the school year	No cost associated with the increment of family participation opportunities throughout the school year	No cost associated with the increment of family participation opportunities throughout the school year

**Allocations for Section 3A**

Funding Source	LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2014
EPA	\$222,199	\$222,199	\$222,199
LCFF Base	\$1,229,827	\$1,365,506	\$1,486,356
Other Funding	\$75,682	\$69,431	\$13,466
<b>TOTALS</b>	<b>\$1,527,708</b>	<b>\$1,657,136</b>	<b>\$1,722,021</b>



**Section 3B: Actions, Services, and Expenditures for Low Income Students, English Language Learners and Foster Youth**

**LCAP Focus Goal 1: Provide high quality and rigorous classroom instruction and curriculum that promote equity for all students with program and services in place to eliminate barriers to student academic achievement.**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<b>Goal 1.3: College Path Thinking for at risk students</b>	<i>Priority 5 – Student Engagement</i>	B1.3 For Low Income Students: Fully implement Advancement via Individual Determination (AVID) Elementary for all K-6 <sup>th</sup> students to increase access to higher education. AVID coordinator will use academic progress reports and narratives to monitor and communicate with students and their family next steps to keep students in a college and career path thinking mode. B1.3 Support students in a college-attending culture from Kindergarten through eighth grade by providing them with a supportive learning community, access after school classes, skill development, mentoring, and technology.	LEA-Wide	\$20,000 (LCFF Supplemental) for coordinator, tutoring, teacher intervention, stipends, professional development, curriculum, field-trips and AVID Elementary fees for grades K-6th.  No additional cost for mentoring and an inclusive educational support.	\$25,000 (LCFF Supplemental) for coordinator, tutoring, teacher intervention, stipends, professional development, curriculum, field-trips and AVID Elementary fees for grades K-6th.  No additional cost for mentoring and an inclusive educational support.	\$30,000 (LCFF Supplemental) for coordinator, tutoring, teacher intervention, stipends, professional development, curriculum, field-trips and AVID Elementary fees for grades K-6th.  No additional cost for mentoring and an inclusive educational support.
<b>Goal 1.4: Challenging curriculum for Gifted and Talented Students</b>	<i>Priority 4 – Student Achievement</i>  <i>Priority 5 –</i>	B1.4 For Low income, students, English Language Learners (ELLs), Foster Youth and re- re-designated fluent English proficient students offer Gifted and Talented Education (GATE) services to	LEA-Wide	Implement the GATE Program for 2-6 <sup>th</sup> grade students, \$10,000 (LCFF Supplemental) after	Continue offering the GATE Program for 2-6 <sup>th</sup> grade students, \$12,000 (LCFF Supplemental) after	Expand the GATE Program for 2-6 <sup>th</sup> grade students, \$12,000 (LCFF Supplemental) after



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
	<i>Student Engagement</i>  <i>Priority 7 – Access to Courses</i>	support and challenge students in an academically rigorous educational environment, providing them with after school and outdoor learning experiences.		school teacher salaries and \$15,000 (LCFF Base) for a part-time coordinator	school teacher salaries and \$10,000 (LCFF Base) for a part-time coordinator	school teacher salaries and \$10,000 (LCFF Base) for a part-time coordinator
<b>Goal 2.1: Grade Level Literacy Proficiency</b>	<i>Priority 4 – Student Achievement</i>  <i>Priority 2 – Implementation of CA Common Core State Standards</i>	B2.1 For low income Students: Provide literacy and math intervention through small group and individual 1:1 instruction and coaching/lesson modeling with a part-time instructional coordinator/ coach and trainers.	LEA-Wide	\$20,000 (LCFF Supplemental) for Literacy Coach and \$15,000 (LCFF Base) for Quality Literacy Trainers	\$25,000 (LCFF Supplemental) for Literacy Coach and \$17,000 (LCFF Base) for Quality Literacy Trainers	\$25,000 (LCFF Supplemental) for Literacy Coach and \$20,000 (LCFF Base) for Quality Literacy Trainers
<b>Goal 2.2: Grade Level Math Proficiency</b>	<i>Priority 7 – Course Access</i>	B1.1 For Low income, students, English Language Learners (ELLs), and re-designated fluent English proficient students provide extended instruction with small group ELA instruction for all K-6 <sup>th</sup> students before and after school with classroom teachers using school adopted and research based intervention practices.		\$15,000 (LCFF Supplemental) for teacher hourly before and after school intervention	\$12,000 (LCFF Supplemental) for teacher hourly before and after school intervention	\$12,000 (LCFF Supplemental) for teacher hourly before and after school intervention
<b>Goal 2.3: Cultural &amp; Linguistic Relevant Pedagogy</b>	<i>Priority 4 – Student Achievement</i>  <i>Priority 5 – Student Engagement</i>	B2.3 For English Language Learners: A coach to support classroom teachers in mentoring, coaching and lesson planning for culturally relevant learning experiences that are directly connected to student’s lives and experiences.	LEA-Wide	\$5,000 (LCFF Supplemental) for a part-time culturally relevant coach	\$6,000 (LCFF Supplemental) for a part-time culturally relevant coach	\$6,000 (LCFF Supplemental) for a part-time culturally relevant coach



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
	<i>Priority 6 – School Climate</i>	B2.3 For English Language Learners: Offer curriculum, field trips, guest speakers, and other learning experiences to students.		\$2,000 (LCFF Supplemental) for culturally relevant curriculum and other services	\$3,000 (LCFF Supplemental) for culturally relevant curriculum and other services	\$5,000 (LCFF Supplemental) for culturally relevant curriculum and other services
<b>Goal 2.5: English Proficiency for English Learners</b>	<i>Priority 4 – Student Achievement</i>  <i>Priority 2 – Implementation of State Standards</i>	B2.5 For English Language Learners: Provide daily explicit and direct ELD instruction to all ELLs by ensuring the ELD teacher and paraprofessional is properly trained and receiving adequate coaching.  B2.5 ELD part-time teacher to provide training and coaching for classroom teachers and instructional support to English Learners and to ensure best and research-based teaching practices for teaching ELD  Teachers to ensure students make adequate progress towards English proficiency.	LEA-Wide	\$15,000 (LCFF Supplemental) for a part-time ELD teacher and \$8,000 (LCFF Supplemental) for a paraprofessional to provide ELD services and oversight.  No additional cost for coaching	\$15,000 (LCFF Supplemental) for a part-time ELD teacher and \$8,000 (LCFF Supplemental) for a paraprofessional to provide ELD services and oversight.  No additional cost for coaching	\$15,000 (LCFF Supplemental) for a part-time ELD teacher and \$8,000 (LCFF Supplemental) for a paraprofessional to provide ELD services and oversight.  No additional cost for coaching
<b>Goal 3.1: Social-Emotional Skills and Mental Health</b>	<i>Priority 4 – Student Achievement</i>  <i>Priority 5 – Student Engagement</i>	B3.1 For Low-Income and Foster Youth: Increase mental health services to support students dealing with trauma and any other emotional issues.	LEA-Wide	\$36,000 (LCFF Supplemental) for all K-6 <sup>th</sup> grade students for a contract with Harmony at Home Sticks and Stones Program and other outside mental health	\$38,000 (LCFF Supplemental) for all K-6 <sup>th</sup> grade students for a contract with Harmony at Home Sticks and Stones Program and other outside mental	\$40,000 (LCFF Supplemental) for all K-6 <sup>th</sup> grade students for a contract with Harmony at Home Sticks and Stones Program and other outside mental



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
	<i>Priority 6 – School Climate</i>			agencies \$14,000 (LCFF Supplemental) for a part-time behavior and anger management counselor	health agencies \$16,000 (LCFF Supplemental) for a part-time behavior and anger management counselor	health agencies \$18,000 (LCFF Supplemental) for a part-time behavior and anger management counselor
<b>Goal 3.3: Positive and Effective Discipline Support Systems and Services</b>	<i>Priority 5 – Student Engagement</i>  <i>Priority 4 – Student Achievement</i>  <i>Priority 6 – School Climate</i>		LEA-Wide	\$15,000 (LCFF Base) for a part-time conflict resolution and leadership coordinator/teacher  \$6,000 (LCFF Base) Love and Logic on-site training  \$8,000 (LCFF Base) Love and Logic conference/training  \$2,000 (LCFF Base) PBS curriculum and materials	\$16,000 (LCFF Base) for a part-time conflict resolution and leadership coordinator/teacher  \$6,000 (LCFF Base) Love and Logic on-site training  \$6,000 (LCFF Base) Love and Logic conference/training  \$2,000 (LCFF Base) PBS curriculum and materials	\$17,000 (LCFF Base) for a part-time conflict resolution and leadership coordinator/teacher  \$6,000 (LCFF Base) Love and Logic on-site training  \$5,000 (LCFF Base) Love and Logic conference/training  \$2,000 (LCFF Base) PBS curriculum and materials



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<b>Goal 3.4: Family and School Connection, Collaboration and Participation</b>	<p><i>Priority 5 – Student Engagement</i></p> <p><i>Priority 6 – School Climate</i></p>	B3.4 For Low Income, Foster Youth and English Language Learners: Collaborate with student families to support their children’s education, through family seminars, content family nights, All Family meetings and referrals; address the needs for families of English Language Learners by providing translation at the meetings, translating all communication.	LEA-Wide	\$10,000 (LCFF Supplemental) for translators, counselor, psychologist, coordinators	\$12,000 (LCFF Supplemental) for translators, counselor, psychologist, coordinators	\$15,000 (LCFF Supplemental) for translators, counselor, psychologist, coordinators
<b>Evaluation of LCAP Programs and Services</b>	<i>Priority 1 – Basic Necessities</i>	For Low Income, English Language Learners, Foster Youth and re-designated Fluent English Proficient: Actively and routinely monitor in achieving the LCAP goals with professionalism and accountability of those monitoring the programs and services.	LEA-Wide	\$35,000 (LCFF Supplemental) for administrator	\$40,000 (LCFF Supplemental) for administrator	\$40,000 (LCFF Supplemental) for administrator

Ensure all LCAP Goals are meeting the needs of the identified sub-groups through on-going and consistent evaluation and reporting.

Allocations for Section 3B

Funding Source	LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2014
LCFF Supplemental	\$106,878	\$131,111	\$86,253
Other Funding	\$90,122	\$99,889	\$159,747
TOTALS	\$197,000	\$231,000	\$246,000



**Section 3C:** This section describes Oasis' increase in funds in the LCAP year calculated on the basis of the number of low income, foster youth, and English Language Learner Students. It also includes a description of the use of any funds in Section 3.A.

Oasis Charter Public School (OCPS) projects receiving \$106,878 in Supplemental Local Control Funding Formula Funds beginning in 2014-2015. This amount is projected to increase to approximately \$132,111 in 2015-2016 and \$86,253 in 2016-2017. These funds are calculated based on the number of English Language Learners, students identified as low income (also known as socio-economically disadvantaged), and foster youth.

OCPS will increase the variety of programs and services for the identified sub-groups, English Language Learners, low income and foster youth. These include: an ELD teacher, an ELD paraprofessional, mental health services, before and after school math and literacy intervention teachers, literacy and math coaches for all grades (K-6<sup>th</sup>), coordinators for AVID Elementary, GATE, field trips, new curriculum, and family collaboration and engagement.

OCPS currently offers programs and services that are aligned with LCAP goals that serve all students such as: counseling for students in need, active recruitment and retention of teachers of minority groups, the three stages of the RTI model and RIT teachers for 2<sup>nd</sup>-6<sup>th</sup> grade, positive behavior intervention through Love and Logic strategies, and culturally and linguistically relevant curriculum and teaching practices. OCPS also offers full and inclusive access to core and non-core subject learning such as: Art, Technology, Physical Education (PE), Spanish, Drama, and Music. School-wide implementation of these programs and services has a positive impact in our learning community and in the climate of our school. More importantly, such programs and services have a greater benefit on targeted and identified subgroups.

Oasis Charter Public School recognizes that while these funds are allocated in order to serve the varying needs of the students identified in the targeted groups, some services and programs may, if need be, be utilized for students outside of the subgroups. While a vast majority of the student to be served will be focus students, there may be other OCPS students whose needs must be addressed. By providing the variety of services and programs identified without strict limitations, OCPS will serve all students, especially those in identified and targeted groups. The list of expenditures is aligned with the goals of the OCPS Local Control and Accountability Plan and addresses the needs of Oasis' English Language Learners, low income students, foster youth, and re-designated English Language proficient students.



**Section 3D:** The following chart shows how the programs and services provided in the LCAP year for English Language Learners, low income students, foster youth provide for increased and improved services for these students in relationship to the increase in funding provided for such students in that year. It also identifies the percentage by which services for unduplicated students will increase or improve in comparison to the services provided to all students in the LCAP year.

Based on the Minimal Proportionality percentage below, services for Low-income students and English Language Learners are estimated to increase by 6.61% in 2014-2015. Low-income students, English Language Learners and Foster Youth will receive services and participate in programs including ELD teacher and a paraprofessional, math and literacy coaches to provide one on one and small group instructional support, mental health services, the AVID and GATE Program.

### Oasis Charter Public School Proportionality Calculation

	2013-2014 Increase	2014-2015 Increase	2015-2016 Est. Increase	2016-2017 Est. Increase	2017-2018 Est. Increase	2019-2020 Est. Increase
Estimated Total LCFF Funding	\$1,546,983	\$1,724,708	\$1,888,136	\$1,968,021	\$1,968,021	\$1,968,021
<b>(B)</b> Increase in Estimated Supplemental Grants	N/A	\$106,878	\$132,111	\$86,253	\$86,253	\$86,253
<b>(C)</b> Minimum Proportionate Increase or Improvement in services for low income, English Language Learners and foster youth students as compared to the series provided to all students in that fiscal year.	N/A	6.61%	7.52%	4.58%	4.58%	4.58%



## Educational Program Terms

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**AVID Elementary:** (Advanced via Individual Determination) The AVID Elementary is a foundational component of the AVID College Readiness System. It takes a systematic approach through three stages: *Beginnings, Foundations, and Bridges*. It provides academic and social support and it contributes to increase college readiness and higher education for historically underserved and underrepresented ethnic groups.

**Common Core:** A nation-wide educational initiative detailing what K-12 grade students should know and be able to do in each academic subject at the end of each grade level (also known as Common Core State Standards, CCSS).

**Cultural Relevant Pedagogy:** Knowledge of instructional and learning strategies that culturally responsive into teacher's professional work with students, families, colleagues and community at large.

**ELD:** (English Language Development) Direct and explicit instruction for the English Language.

**GATE:** (Gifted and Talented Education) is a unique education that provides varying learning opportunities for high-achievement and underachieving students who have been identified as gifted and talented.

**PBS** (Positive Behavior Support) targets individual students and entire schools, as it focus on the student and it includes changing environmental variables such as physical setting, task demands, curriculum, instructional pace and individualized reinforcement.

**PE:** (Physical Education) Provides all students with quality physical education designed to support student's knowledge and ability needed to maintain active and healthy life styles.

**Quality Literacy Trainer and Coaches:** Provide academic literacy teaching and learning strategies to support and challenge all students and especially the high risk and underperforming students.

**RTI:** (Response to Intervention and Instruction) Provides a tiered system that offers a wide variety of interventions and strategies based on student's individual social and emotional needs. **RTI Coach/Coordinator:** Guides and supports RTI program which includes scheduling meeting with team, screening, diagnostics, interventions, and monitor student academic and social progress.



**STAR:** (Stop, Think, Analyze and React) Provides strategies for all students to improve relationships, safety, decrease inappropriate behavior, and establish a positive school culture while increasing academic performance in a culturally responsive educational setting.

**STEAM:** (Science, Technology, Engineering, Arts and Mathematics) Is an education project based approach to teaching and learning.



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## LCFF and LCAP: Key Terms

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**ADA:** Average Daily Attendance – the average number of students actually attending school on a daily basis.

**API:** Academic Performance Index – A State measure of a school’s academic performance and progress.

**AYP:** Adequate Yearly Progress - A federal accountability system that measures academic performance and progress.

**BASE RATE:** State funding allocated to districts under LCFF tied to ADA in grades K-12.

**CAC:** Community Advisory Committee -a parent/family advisory group that acts on behalf of the interest of the students with Special Education needs.

**CATEGORICAL AID:** Restricted federal and state funding for specialized programs such as special education, Gifted and Talented (GATE), Facilities Rent, transportation, or for special purposes.

**CCSS:** Common Core State Standards – an nation-wide education initiative adopted by California detailing what K-12 students should know and what they should be able to do by the end of each grade.

**CSR:** Class Size Reduction – California provides funds for lower class size K-3<sup>rd</sup> grade.

**COE:** County Office of Education

**DLAC:** District Language Advisory Committee

**DISCRETIONARY:** refers to funds with some flexibility for its use.

**EIA:** Economic Impact Aid – State categorical aid for districts with concentrations of children who are bilingual, transient and/or

**ELAC:** English Language Acquisition Committee

**ELL:** (English Language Learners) are students whose primary language is other than English.



**ELPAC:** English Learner Parent Advisory Committee (LCFF/LCAP)

**EPA:** Educational Pupil Apportionment

**FREE AND REDUCED LUNCH:** In California public schools, a family may qualify for reduced price or free meals, based on their income. The guidelines for “low-income” (LI) are defined for purposes of the LCFF.

**LCAP:** Local Control and Accountability Plan – a plan and budget adopted by a district that reflects goals and specific actions based on the 8 state priorities outlined in the LCFF legislation, as well as any locally adopted priorities.

**LCFF:** Local Control Funding Formula – California’s new school finance model

**OCC:** Oasis Community Council

**OCPS:** Oasis Charter Public School

**PAC:** Parent Advisory Committee (for LCFF/LCAP)

**REVENUE LIMIT:** Prior to LCFF, the amount of revenue that a school district could collect annually for general purposes for local property taxes and state aid, calculated per unit of ADA.

**SUBGROUPS:** The LCAP must address identified subgroups, meaning all major racial/ethnic groups as well as low income, English Language Learners, foster youth and students with disabilities.

**SUPPLEMENTAL FUNDING:** Under LCFF each English Language Learner (ELL), Low Income (LI) or foster youth counts towards funding of an additional 20 percent of the base rate. The count must be “unduplicated”, meaning an EL, LI or foster youth may only be counted once, even if belonging to more than one group.

**UCEN:** (Under Construction Educational Network, Inc) Is the governing board for Oasis’ Charter Public School

**WILLIAMS REQUIREMENTS/BASIC SERVICES** – California legislation established standards for maintaining adequate school facilities, sufficient instructional material, and qualified teachers.



**LCAP Consultation and Review Schedule**

<b>LCAP/Parent Advisory Committee (PAC)</b>		<b>Oasis Community Council</b>	
December 12, 2013	Orientation, Data Review, Special Education and English Learners	December 3 <sup>rd</sup> , 2013	LCFF Overview and Review
February 13 <sup>th</sup> , 2014	Review of LCAP Eight State Priorities	January 7 <sup>th</sup> , 2014	Family Participation, Engagement and Involvement
March 6 <sup>th</sup> , 2014	School Goals, Data Review and Special Education	February 4 <sup>th</sup> , 2014	LCAP Review and State Priorities
March 27 <sup>th</sup> , 2014	Review Goals and Redefine Priorities	March 4 <sup>th</sup> , 2014	School Goals and Data Review
June 2 <sup>nd</sup> , 2014	First LCAP Draft	April, 1 <sup>st</sup> , 2014	Basic Necessities, School Climate and Family Engagement
		May 6 <sup>th</sup> , 2014	Review of Goals and Priorities
		June 3 <sup>rd</sup> , 2014	First LCAP Draft



<b>English Language Advisory Committee (ELAC)</b>		<b>Community Focus Groups</b>	
December 12, 2013	LCFF Orientation, Data Review, Special Education, LI, and English Learners	July 30 <sup>th</sup> , 2013	Identification of Community Needs
February 13 <sup>th</sup> , 2014	Review of LCAP Eight State Priorities	August 1 <sup>st</sup> , 2013	Student Academic Excellence, Family Participation and Engagement, Implementation of Common Core State Standards and School Climate
March 6 <sup>th</sup> , 20104	School Goals, Data Review and Identified Sub-Groups	May 28 <sup>th</sup> , 2014	First LCAP Draft
March 27 <sup>th</sup> , 2014	Review Goals and Redefine Priorities		
<b>UCEN, Oasis Governing Board</b>		<b>Public Forums</b>	
January 22 <sup>nd</sup> , 2014	LCAP Overview	July 29 <sup>th</sup> , 2013	LCFF Orientation/Review
February 26 <sup>th</sup> , 2014	Review of LCAP Eight State Priorities	August 28 <sup>th</sup> , 2013	Family and Student Engagement and School Climate
March 26 <sup>th</sup> , 2014	School Goals, Data Review and Special Education	March 5 <sup>th</sup> , 2014	Student Achievement and Basic Necessities
April 30 <sup>th</sup> , 2014	Review Goals and Redefine Priorities	March 19 <sup>th</sup> , 2014	Family and Student Engagement and School Climate
May 28 <sup>th</sup> , 2014	First LCAP Draft	May 29 <sup>th</sup> , 2014	First LCAP Draft
June 11 <sup>th</sup> , 2014	Final Board Approval		

