

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

Introduction:

LEA: ___ Ocean Charter School _____

Contact (Name, Title, Email, Phone Number):__ Stephanie Edwards, Executive Director, msedwards@oceans.org, 310-827-5511 and Kristy Mack-Fett, Director, mskristy@oceans.org, 310-348-9050 _____ LCAP Year: 2014-15 _____

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>OCS stakeholders including parents, community members, students, teachers’ union (OCTA), and others have been engaged in the development, review, and supporting implementation of the LCAP through numerous meetings held from September through June of the 2013-14 school year. These meetings included Board meetings, Finance meetings, Faculty meetings, All Community Group (ACG) meetings, Diversity meetings, Governance meetings, and task force meetings focused on specific topics.</p> <p>These meetings were held monthly, if not more often, to ensure that stakeholders were being engaged in a timely manner so that their input could be incorporated into the development of the LCAP.</p> <p>Numerous sources of information were shared with stakeholders that related to the state priorities and were then used to develop OCS’ LCAP plan. These sources of information include: NCLB reporting about teacher credentialing, in-house data on Waldorf certification of teachers, presentation and explanation of Common Core Standards that included a focus on LAUSD’s Common Core Technology Project and the embedded technology standards in the Common Core, student achievement data from standardized tests, OCS’ API scores, School Performance Factor data, internal assessment data from Easy CBMs, internal performance-based assessment data, teacher/staff/administrative observational data, CELDT scores and reclassification rates, evidence of IEP goal achievement, parent attendance and participation rates at school events/meetings/programs (particularly for programs</p>	<p><i>These meetings allowed all stakeholders to have input on the plan, and ensured that the plan is in alignment with our mission and vision, as well as our most recent charter renewal.</i></p> <p><i>The alignment between all 3 documents helped stakeholders understand and shape the priorities of the school moving forward. Participants experienced the impact they have on the school’s plan, and understand that it is a living document that will be used annually to assess our progress and re-establish priorities.</i></p> <p><i>By involving our stakeholders at all levels and consistently over time, everyone came to agreement on what our greatest needs are moving forward, including focusing additional resources and attention on our EL students and ethnic subgroups.</i></p> <p><i>The variety and scope of data, both qualitative and quantitative, to determine needs helped all stakeholders have the fullest picture possible of our school and needs.</i></p>

<p>for unduplicated pupils and special need pupils), attendance rates, suspension/expulsion rates, and school climate/safety surveys/measures.</p> <p>As a result of feedback received from stakeholders in this engagement process, OCS changed our LCAP to include 3 additional elements: facility safety as related to State Priority 1, more parent and community education about Waldorf Education as related to State Priority 8, and additional focus on diversity outreach.</p> <p>To meet specific requirements for stakeholder engagement, especially of parents representative of pupils identified in Ed Code 42238.01, OCS held meetings at times indicated as most accessible, provided Spanish translation, and reached out to specific parent leaders to ensure full representation of all stakeholders.</p> <p>By engaging all stakeholders meaningfully, consistently, and over time, OCS' is ensuring improved student outcomes as detailed in our LCAP plan.</p>	<p><i>Productive conversations about maintaining our focus on academic excellence for all students that is aligned with the Common Core Standards while also fully integrating the arts by our implementation of Waldorf Education were held. From these conversations, consensus was achieved that the growth and health of our school learning community depends on both of these elements working in harmony and balance with each other.</i></p> <p><i>In particular, input about our growing EL population and how to best support these students and families was solicited and received. As a result, our LCAP includes specific steps to meet this group's needs.</i></p>
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Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment

between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

<p>Conditions of Learning Need #2- <i>Improve consistency and quality of free and reduced priced lunches</i></p> <p>Metric 1- Daily service of lunch meals that meet or exceed federal health standards</p> <p>Metric 2 – Growing participation in lunch program</p>	<p>Deliver consistently high quality lunch food that is available to all regardless of income in order to support overall student health</p>	<p>All, especially students eligible for free or reduced lunch</p>	<p>All</p>		<p>1- Consistent daily meals that are delivered on time and with all nutritional elements, 2- Better quality meals in terms of nutritional value and taste</p>	<p>1 and 2- growth in lunch program participation and greater overall satisfaction</p>	<p>1 and 2- growth in lunch program participation and greater overall satisfaction</p>	<p>Basic: Priority 1</p>
<p>Pupil Outcomes Need #1- <i>Increase student performance in Math and ELA</i></p> <p>Metric 1- Perform at or above Achieving on School</p>	<p>Students need to be achieving at proficient or above levels in ELA and Math to be prepared for high school, college, and beyond.</p> <p>As our pedagogical foundation is</p>	<p>All, with a particular focus on English Learners, Hispanic or Latino students, and Socio-Econ. Disadvantaged subgroups</p>	<p>All</p>		<p>1- Reach Achieving for Middle School Program</p>	<p>1- Reach Achieving or Excelling for Middle School</p>	<p>1- Reach Achieving or Excelling for Middle School</p>	<p>Pupil Achievement: performance on standardized tests, score on API</p> <p>Basic: Standards-aligned instructional materials</p> <p>Other pupil outcomes: Pupil outcomes in the subject areas described in Ed Code 51210 and 51220</p>

<p>Performance Factor for both elementary and middle school programs</p> <p>Metric 2- Increase the percentage of students performing at or above proficient in ELA and Math</p>	<p>based on an arts-integrated, whole-child curriculum based on Waldorf Education, we believe the best way to support overall higher achievement for all our students, especially our students with special needs and our ethnic subgroups, is to provide both a rigorous academic curriculum and a multi-faceted, integrated arts program. Actions are described in Section 3.</p>	<p>All, numerically significant subgroups of Hispanic or Latino, Socio-Economically Disadvantaged, and Students with Disabilities</p>			<p>Reach Service and Support or higher for Elementary Program</p> <p>2- Achieve 3-5% growth in percentage of students achieving at or above proficient in ELA and Math</p> <p>All: ELA = 83% Math= 73%</p> <p>Hispanic or Latino: ELA- 82% Math- 65%</p> <p>Socio-Economically Disadvantaged- ELA- 75% Math- 65%</p> <p>SPED- ELA- 53% Math- 40%</p>	<p>Program</p> <p>Reach Achieving for Elementary Program</p> <p>2- All: ELA = 86% Math= 76%</p> <p>Hispanic or Latino: ELA- 85% Math- 70%</p> <p>Socio-Economically Disadvantaged- ELA- 80% Math- 70%</p> <p>SPED- ELA- 61% Math- 50%</p>	<p>Program</p> <p>Reach Achieving or Excelling for Elementary Program</p> <p>2- All: Achieve 86% or higher proficient in ELA and achieve 79% proficient or higher in Math</p> <p>Hispanic or Latino: ELA- 86% or higher Math- 75%</p> <p>Socio-Economically Disadvantaged- ELA- 85% Math- 75%</p> <p>SPED- ELA- 64% Math- 55%</p>	
<p>Pupil Outcomes Need #2-</p>	<p>Students with the gift of two</p>	<p>English Learners</p>	<p>All</p>					

<p><i>Increase the overall academic achievement of English Learners</i></p> <p>Metric 1- <i>Increase the percentage of students scoring Advanced/Early Advanced on CELDT by 3% annually</i></p>	<p>or more languages must be proficient or advanced in the English language in order to achieve their academic goals in high school and college, and their career goals beyond</p>				<p>1-61% Advanced/Early Advanced</p>	<p>1-64% Advanced/Early Advanced</p>	<p>1-67% Advanced/Early Advanced</p>	<p>Pupil Achievement: performance on standardized tests, score on API</p> <p>Basic: Standards-aligned instructional materials</p> <p>Other pupil outcomes: Pupil outcomes in the subject areas described in Ed Code 51210 and 51220</p>
<p>Engagement Need #1- <i>Increase parent understanding of Waldorf Education and how it supports student achievement in developmentally appropriate ways</i></p>	<p>In order for parents to support the optimal development of their children and be fully engaged in decision-making at the school site, they need a deeper understanding of what Waldorf Education is</p>	<p>All, with particular focus on parents in programs for unduplicated pupils and special needs subgroups</p>	<p>All</p>					<p>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)</p> <p>School Climate: pupil suspension/expulsion rates, other local measures including surveys of pupils,</p>

<p><u>Metric 1-</u> Parent attendance at Community Education events</p> <p><u>Metric 2-</u> Parent input on school climate survey</p>	<p>and how and why it works</p>				<p>1- Increase average parent attendance by at least 10 people per event annually from base attendance in 2013/14 of 60 people to at least 70 in 14-15</p> <p>2- Establish base in 14-15, then at least 5% annual growth in parent satisfaction with community education program per year</p>	<p>1- At least 80 attendees</p> <p>2- At least 5% annual growth in parent satisfaction with community education program per year</p>	<p>1- At least 90 attendees</p> <p>2- At least 5% annual growth in parent satisfaction with community education program per year</p>	<p>parents, and teachers on sense of safety and school connectedness (Priority 6)</p>
<p>Engagement Need #2- Continue to increase sense of school connectedness and safety</p>	<p>Students perform better and parents are more engaged in the school and their child's learning when there is a</p>	<p>All, with particular focus on parents in programs for unduplicated pupils and special needs subgroups</p>	<p>All</p>					<p>Parent Involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups</p>

<p>Metric 1- Maintain low suspension rates</p> <p>Metric 2- Decrease incidences of bullying</p> <p>Metric 3- Increase of parents volunteering as reported by committee chairs</p>	<p>greater sense of school safety and connectedness</p>				<p>1- Stay below 5%</p> <p>2- Reduce number of bullying incidences by at least 2</p> <p>3- Increase by 2 parents per committee</p>	<p>2- Reduce number of bullying incidences by at least 2</p> <p>3- Increase by 2 parents per committee</p>	<p>2- Reduce number of bullying incidences by at least 2</p> <p>3- Increase by 2 parents per committee</p>	<p>(Priority 3)</p> <p>School Climate: pupil suspension/expulsion rates, other local measures including surveys of pupils, parents, and teachers on sense of safety and school connectedness (Priority 6)</p>
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Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

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

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Conditions	Basic: school facilities are	-Install buzzer gate and fencing at main	schoolwide		Campus security equipment - \$8,000.	Campus security equipment - \$5,000.	Campus security equipment - \$2,000.

<p>of Learning Need #1- Improve Student Safety</p>	<p>maintained in good repair (Priority 1)</p> <p>School Climate: school safety and connectedness (Priority 6)</p>	<p>entrance to be able to monitor exactly who can enter the campus- due to violent intruder who entered unsecure campus last year</p> <p>-Install a barrier between playground and drop-off/pick-up area to assure children's play area is safe from parking lot traffic</p> <p>- Install upgraded/higher fencing in areas of campus as the site is particularly vulnerable due to the fact that there is street access with lower fencing on two sides</p>			<p>Source: LCFF base</p>	<p>Source: LCFF base</p>	<p>Source: LCFF base</p>
<p>Conditions of Learning Need #2- Improve consistency and quality of free and reduced priced lunches</p>	<p>Basic: school facilities are maintained in good repair (Priority 1)</p>	<p>- Allocate staff time to evaluate and oversee lunch programs that meet federal NSLP standards that also provide high quality lunches and that agree to service our school on both</p>	<p>Schoolwide</p>		<p>-Business Manager additional duties: \$1,500. Source: LCFF base</p> <p>- Bookkeeper/Clerical- \$11,000. Source: LCFF base</p>	<p>- Business Manager additional duties: \$1,500. Source: LCFF base</p> <p>- Bookkeeper/Clerical- \$11,000. Source: LCFF base</p>	<p>- Business Manager additional duties: \$1,500. Source: LCFF base</p> <p>- Bookkeeper/Clerical- \$11,000. Source: LCFF base</p>

		<ul style="list-style-type: none"> - campuses - Hire adequate number of servers to ensure speedy food distribution that also aligns with our school philosophy of eating in the classroom as a communal ritual 			- Servers \$10,000. Source: LCFF base	- Servers \$10,000 Source: LCFF base	- Servers \$10,000 Source: LCFF base
<p>Pupil Outcomes Need #1- Increase student performance in Math and ELA</p>	<p>Pupil Achievement: performance on standardized tests, score on API Basic: Standards-aligned instructional materials</p> <p>Other pupil outcomes: Pupil outcomes in the subject areas described in Ed Code 51210 and 51220</p>	<ul style="list-style-type: none"> - Participate in professional development for all classroom teachers, specialty teachers, special education teachers, and intervention teachers that builds on the Common Core Standards in ways that also integrate the arts and social-emotional development of the 	Schoolwide		- PD \$30,000. Source: LCFF base	- PD \$30,000. Source: LCFF base	- PD \$30,000. Source: LCFF base

		<p>students.</p> <ul style="list-style-type: none"> - Provide mentoring - Increase staffing for Intervention Program - Hire additional special education teacher's assistants - Update textbooks for students and reference materials for teachers <p>- Provide high quality, non-textbook instructional materials that promote student creativity and depth of learning</p>			<p>Mentor- \$15,000. Source: LCFF base</p> <p>Intervention Teachers for both campuses- \$65,000 Source: LCFF base</p> <p>Teacher's assistants- \$36,000. Source: LCFF base</p> <p>Waldorf and / or CCSS aligned textbooks- \$7,000. Source: LCFF base</p> <p>Waldorf and / or CCSS aligned instructional materials- \$35,000. Source: LCFF base</p>	<p>Mentor- \$15,000. Source: LCFF base</p> <p>Intervention Teachers for both campuses- \$65,000 Source: LCFF base</p> <p>Teacher's assistants- \$36,000. Source: LCFF base</p> <p>Waldorf and / or CCSS aligned textbooks- \$5,000. Source: LCFF base</p> <p>Waldorf and / or CCSS aligned instructional materials- \$35,000. Source: LCFF base</p>	<p>Mentor- \$15,000. Source: LCFF base</p> <p>Intervention Teachers for both campuses- \$65,000 Source: LCFF base</p> <p>Teacher's assistants- \$36,000. Source: LCFF base</p> <p>Waldorf and / or CCSS aligned textbooks- \$5,000. Source: LCFF base</p> <p>Waldorf and / or CCSS aligned instructional materials- \$35,000. Source: LCFF base</p>
<p>Engagement Need #1- Increase parent understanding of Waldorf</p>	<p>Parent Involvement: efforts to seek parent input in decision making, promotion of parent</p>	<p>- Provide more opportunities to engage parents in meaningful community education workshops</p>	Schoolwide		<p>Staff time for community education workshops- \$2,000. Source: LCFF base</p>	<p>Staff time for community education workshops- \$2,500. Source: LCFF base</p>	<p>Staff time for community education workshops- \$2,500. Source: LCFF base</p>

<p>Education and how it supports student achievement in developmentally appropriate ways</p>	<p>participation in programs for unduplicated pupils and special need subgroups (Priority 3)</p> <p>School Climate: pupil suspension/expulsion rates, other local measures including surveys of pupils, parents, and teachers on sense of safety and school connectedness (Priority 6)</p>						
<p>Engagement Need #2- Continue to increase sense of school connectedness and safety</p>	<p>Parent Involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups</p>	<p>- Increase outreach efforts to recruit more diverse families and to support families once they are here</p>	<p>Schoolwide</p>		<p>Outreach materials-\$2,000. Source: LCFF base</p>	<p>Outreach materials-\$3,000. Source: LCFF base</p>	<p>Outreach materials-\$3,000. Source: LCFF base</p>

	<p>(Priority 3)</p> <p>School Climate: pupil suspension/expulsion rates, other local measures including surveys of pupils, parents, and teachers on sense of safety and school connectedness (Priority 6)</p>						
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17

<p>Conditions of Learning Need #2- Improve consistency and quality of free and reduced priced lunches</p>	<p>Basic: school facilities are maintained in good repair (Priority 1)</p>	<ul style="list-style-type: none"> - For low income pupils: Allocate staff time to evaluate and oversee lunch programs that meet federal NSLP standards that also provide high quality lunches and that agree to service our school on both campuses - Hire adequate number of servers to ensure speedy food distribution that also aligns with our school philosophy of eating in the classroom as a communal ritual 	<p>Schoolwide</p>		<ul style="list-style-type: none"> - Business Manager additional duties: \$1,500. Source: LCFF supplemental - Bookkeeper/Clerical- \$10,000. Source: LCFF supplemental - NSLP Food Servers \$10,000. Source: LCFF supplemental 	<ul style="list-style-type: none"> - Business Manager additional duties: \$1,500. Source: LCFF supplemental - Bookkeeper/Clerical- \$11,000. Source: LCFF supplemental - NSLP Food Servers \$10,000. Source: LCFF supplemental 	<ul style="list-style-type: none"> - Business Manager additional duties: \$1,500. Source: LCFF supplemental - Bookkeeper/Clerical- \$11,000. Source: LCFF supplemental - NSLP Food Servers \$10,000. Source: LCFF supplemental
	<p>Pupil Achievement: performance on</p>	<ul style="list-style-type: none"> - For English Learners: Professional development focusing 	<p>English Learners</p>		<ul style="list-style-type: none"> - Professional development \$3,000. 	<ul style="list-style-type: none"> - Professional development \$3,000. 	<ul style="list-style-type: none"> - Professional development \$3,000.

<p>Pupil Outcomes Need #2- Increase the overall academic achievement of English Learners</p>	<p>standardized tests, score on API</p> <p>Basic: Standards-aligned instructional materials</p> <p>Other pupil outcomes: Pupil outcomes in the subject areas described in Ed Code 51210 and 51220</p>	<p>on EL learners</p> <p>- Instructional materials</p> <p>- Instructional Support/Intervention</p>			<p>Source: LCFF supplemental</p> <p>- Waldorf and CCSS aligned instructional materials \$6,500 Source: LCFF supplemental</p> <p>- Intervention specialist staffing \$3,000. Source: LCFF supplemental</p>	<p>Source: LCFF supplemental</p> <p>- Waldorf and CCSS aligned instructional materials \$1,000 Source: LCFF supplemental</p> <p>- Intervention specialist staffing \$3,000. Source: LCFF supplemental</p>	<p>Source: LCFF supplemental</p> <p>- Waldorf and CCSS aligned instructional materials \$1,000 Source: LCFF supplemental</p> <p>- Intervention specialist staffing \$3,000. Source: LCFF supplemental</p>
<p>Pupil Outcomes Need #1- Increase student performance in Math and ELA</p>	<p>Pupil Achievement: Improve performance on standardized tests, score on API</p> <p>Basic: Standards-aligned instructional materials</p> <p>Other pupil outcomes: Pupil outcomes in the subject areas described</p>	<p>For foster youth:</p> <p>- Counseling and family support services provided by school counselor</p>	<p>Foster Youth</p>		<p>Additional counselor and family services support staff \$1,000. Source: LCFF supplemental</p>	<p>Additional counselor and family services support staff \$1,500. Source: LCFF supplemental</p>	<p>Additional counselor and family services support staff \$1,800. Source: LCFF supplemental</p>

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- C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Ocean Charter School is increasing funding in all LCAP years to low income, foster youth, and English learner pupils by the proportional amount of additional funding received for this “unduplicated” pupil count. The estimated increase in LCAP funding related to the “unduplicated” pupils is as follows; 2014-15 - \$34,791, 2015-16 - \$14,611, 2016-17 - \$14,611. All funds are being utilized on a school wide basis. These funds will be utilized for additional professional development, intervention services, textbooks, instructional materials, security equipment, clerical support, and counseling services as indicated in the above tables.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Ocean Charter School is increasing funding in all LCAP years to low income, foster youth, and English learner pupils by the proportional to the amount of additional funding received for this “unduplicated” pupil count. The estimated percentage increase in LCAP funding related to the “unduplicated” pupils is as follows; 2014-15 – 1.83%, 2015-16 – 1.10%, 2016-17 – 1.10%. These additional funds will be utilized for additional

professional development, intervention services, instructional materials, clerical support, and counseling services as indicated in the above tables.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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