Introduction:

Oak Grove Mission: Where Every Child's Potential will be Achieved

1. **Goal 1: All students will be proficient in meeting and/or exceeding all Common Core State Standards.**
    i. Hire and retain quality staff, and provide Commission-approved Induction programs to support new teachers.
    ii. Implement and monitor research based signature practices and curriculum:
        a. Project Based Learning (PBL) integrated subjects (e.g. history/science/ELA) Units in grades 4-8
        b. Expeditionary Learning ELA curriculum in grades K-8.
        c. Engage New York Math in grades TK-6 and College Preparatory Math (CPM) in grades 7-8 (pilot CPM in grade 6 and other math curriculum materials).
        d. Sobrato Early Academic Language (SEAL) in grades TK-3 at 14 schools (also found in Goal 2)
    iii. Explore the Next Generation Science standards and pilot materials that are becoming available.
    iv. Provide students with opportunities in Visual and Performing Arts & ensure students are receiving their required Physical Education.
2. **Goal 2: We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities (SWD).**
    i. Implement Sobrato Early Academic Language (SEAL) in grades TK-3 at 14 schools
    ii. Implement comprehensive Response to Intervention structures and programs.
    iii. Embed culturally response instruction practices that allow students to accelerate learning, and provide access to rigorous, relevant and engaging Common Core standards.
    iv. Embed academic language scaffolds through the ELD/ELA Framework to ensure English learners accelerate their English proficiency.
3. **Goal 3: Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.**
    i. Implement technology-rich classrooms that engage students in relevant, rigorous projects and problem-based CCSS learning.
    ii. Provide professional development and coaching to support using technology, Google Apps for Education and other online resources.
    iii. Maintain staff technology and infrastructures, and continue to explore changes to the learning environments.
    iv. Ensure student informational data complies with FERPA/COPPA regulations, and students and staff are respectful, responsible and safe digital citizens.
4. **Goal 4: School and classroom environments support learning, creativity, safe and engagement.**
    i. Implement Positive Behavioral Interventions and Supports (PBIS Tiers 1, 2, 3).
    ii. Provide additional support systems:
        a. Counselors at the intermediate schools
        b. Additional school psychologists
        c. Social Services and Mental Health
5. **Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.**
    i. Implement digital communication systems to ensure parents and community members receive current information.
    ii. Increase the parent participation at district and school committees.
    iii. Provide parent information trainings on Common Core, Family Literacy and Math, Technology, and 21st Century Skills.
    iv. Assist families in need of addition support systems.

LEA: Oak Grove Elementary

Contact: Maria Wetzel, Assistant Superintendent, mwetzel@ogsd.net, (408)227-8300

LCAP Year: 2016-17

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:
1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

Stakeholders' Meetings: At monthly district parent meetings, and meetings with every school staff at least twice during the year, the Superintendent and Executive Team provide information about student and staff progress in Common Core, on facilities updates such as the Bond program, and other programs requested by the different groups. Participants at these meetings have the opportunity to ask questions or share concerns.

Presentations included:

Board of Trustees Presentations:

- September 25 CAASPP Results
- October 22 Update on LCAP Goals 1 and 2 Common Core and Professional Development
- December 10 LEA Plan and alignment to the LCAP
- February 25 Educator Effectiveness
- March 10 LCAP Goal 5 Family and Community Engagement
- April 14 LCAP Update

District Advisory Committee Presentations:

- November 5 CAASPP Results
- December 4 LCAP Goal 3 Update on Technology and Common Core Implementation
- January 15 LCAP Goal 1 and 2 Common Core Implementation and Professional Development

Hispanic Advisory Board for Learning and Assessment (HABLA)

- October 14 CAASPP Results
- December 9 LCAP Plan Update

District English Language Advisory Council (DELAC)

- November 5 CELDT Results
- Feb. 4 Title III Update
- March 3 Goal 2 SEAL Update
- April 28 Title III EL Services and Goal 5 Parent Engagement

Oak Grove School District (OGSD) created processes to gather input from all stakeholders, including representatives from all numerically significant Sub-groups, in order to develop the District's Local Control

LCAP Input Survey: Oak Grove stakeholders were provided a Google Form to provide input to the Oak Grove LCAP. One question specifically asked which student(s) they were involved with (e.g. English Learners, low socio-economic, foster youth, students with individualized educational programs, etc.) in order for us to monitor the engagement of all specific sub-groups. Participants were given time to review the Annual Update, discuss and ask questions. District staff was available to answer questions. The participants then completed a 2016-17 LCAP Input Google Survey Form. Videos and detailed information were provide on the LCAP webpage to assist parents who might not know what SEAL, RtI, PBL, PBIS, etc. are.

Feedback from each group and the online survey were used to develop the District's goals, actions, and services outlined in the LCAP. All comments, questions, and feedback were compiled into a Google summary and spreadsheet for review. All data was analyzed in order to inform revisions to the LCAP. See appendix for synthesized stakeholder input from the survey. Knowledge of student achievement data also contributed to the input and suggestions that stakeholders provided to support the goals, actions, and services in the LCAP. The data revealed common themes that were used to revise the LCAP.

These themes were:

1. Hire and retain highly qualified staff.
2. Provide professional development such as Sobrato Early Academic Language (SEAL).
3. Move to 1-to-1 Chromebooks in every classroom.
4. Ensure facilities and sites are safe and provide positive learning environments.
5. Provide social services to families in need.

All actions that were ranked #1-6 were included in the new plan. A few actions that were ranked lower may have been moved to 2017-18. Comments that were stated five or more times were also included or embedded in the 2016-17 plan. Single suggested comments were less likely to be included. Some stakeholder input and comments are part of the collective bargaining agreement (e.g. salary and benefits, class size reduction, teacher prep time).

Accountability Plan. Specific LCAP Annual Update and LCAP Input Meetings were: March 23 Principals and Educational Services Administrators. April 7 District English Learners Advisory Committee (DELAC) (representation from each school). April 7 District Advisory Committee (DAC) – (representation from each school). April 13 Hispanic Parent Group (representation from each school). April 15 District Office staff. April 21 Student Advisory Council – students from each school. May 2 OGEA all bargaining members. May 5 CSEA and AFCME all bargaining members. May 6 African American Koffee Klatch and Home and School Club members. The LCAP Update and Survey were available to students, parents, and staff during the Stakeholder meetings and on the Oak Grove website from March 23 – May 6. Staff and parents were encouraged to participate in the survey by site principals as well. The input from all the stakeholders was presented at the May 19 Board Meeting.

The Public Hearing on the LCAP was June 9, 2016 where community members could see and provide input on the 2016-17 LCAP.

The Board of Trustees approved the Oak Grove 2016-17 LCAP on June 23, 2016.

Annual Update:	Annual Update:
The LCAP Annual Update was shared at the same meetings as we were gathering input on the 2016-17 LCAP: March 15 African American Koffee Klatch Parent Group (representation from each school). March 23 Principals and Educational Services Administrators. April 7 District English Learners Advisory Committee (DELAC) (representation from each school). April 7 District Advisory Committee (DAC) – (representation from each school). April 13 Hispanic Parent Group (representation from each school). April 15 District Office staff. April 21 Student Advisory Council – students from each school. May 2 OGEA all bargaining members. May 5 CSEA and AFSCME all bargaining members. May 6 African American Koffee Klatch and Home and School Club members. The LCAP Update was available to students, parents, and staff during the Stakeholder meetings and on the Oak Grove website from March 23 – May 6. The LCAP update was on a website which allowed stakeholders to access the LCAP in any language they selected.	Annual Update: In the Fall, Stakeholders were provided information on specific topics that they requested with the LCAP Actions (e.g. CAASPP results, technology update, CCSS Math update, etc.) From March to May, each stakeholders' group received information about the LCAP components, and reviewed the 2015-16 LCAP Annual Update on the Chromebooks using the LCAP Webpage. The webpage allowed stakeholders to select the language they wanted the update translated in. The link to the LCAP Annual Update was made available to participants in the meeting in case they wanted to review it further. Stakeholders shared that they liked the digital format of the LCAP update and providing input on a Google Form. They want to continue with the collaborative conversations around the goals which were posted on chart paper around the room prior to recording their individual input. The LCAP Annual Update was provided to Stakeholders, and posted on the Oak Grove website for parents, students and staff who could not attend the meetings. The 2015-16 LCAP Annual Update included the state priorities, goals, the metric including student achievement results for each goal, and the actions taken this year.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the

specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or

individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes 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?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) 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?

GOAL:	All students will be proficient in meeting and/or exceeding all Common Core State Standards.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: We know we will need to increase the number of students being successful in the new Common Core State Standards.
Identified Need:	With the implementation of CCSS and SBAC, we are finding that students need to focus on writing and justifying their answers both in ELA and mathematics.	

Goal Applies to:	Schools:	All Schools
	Grades: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	We will
	• increase the CAASPP SBAC Level 3-4 results by 5% higher than the prior year in ELA and Math for all students in grades 3-8.
	• increase the number of 8th grade students obtaining a GPA of 2.0 or above by 3%.
	• analyze staffing to ensure 100% appropriately assigned teachers and credentialed in subject areas.
	• complete the Williams Act audit in the fall to ensure sufficient access to instructional materials in all schools.
	• 100% of English Learners will access common core and ELD standards.
	• Reduce the number of students in grades 7 & 8 needing support classes by 3% in order to ensure access and enrollment in all required areas of study.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire and retain highly qualified staff. We will ensure that all staff are appropriately certificated and receive new teacher support and ongoing professional development.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$49,690,587 LCFF Base
Continue the use of the iReady diagnostic assessment program three times a year (iReady). Explore an extended testing window for Kinder as a result of teacher feedback from 2015-16. Explore opportunities to use the toolkit and growth monitoring assessments to guide instruction. Continue to offer professional development as needed for teachers, coaches, and administrators.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$326,667 LCFF Base

CCSS Professional Development for staff: Professional development will be provided based on the results of teacher survey, instructional needs, and student data . Planning and collaboration time will continue to be provided to teachers on a consistent basis. We will continue to partner with the East Side Alliance and New Teacher Center to ensure that PLC training is provided for schools that are focusing on PLC work this year.	All schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$245,621 Title II
Instructional Coaches will continue to provide classroom and planning support as requested by teachers and administrators to accelerate the learning of all students. They will provide professional development to teachers and continue to focus on new strategies and curriculum that best supports student learning of the CCSS. Research has confirmed that quality instruction is the most effective factor in impacting the learning of English Language Learners. Our coaches support our teachers on a daily basis through instructional design of integrated and designated ELD, intense vocabulary development in ELA and math, differentiated instruction and high leverage teaching strategies. This will equip our classroom teachers with powerful teaching tools to utilize in their classroom. Their primary focus will ensure that quality instructional practices support low socio-economic students, Foster Youth and English Learners so that we achieve the goal that all students will be proficient.	All schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$729,452 LCFF Supplemental

We will continue to refine our implementation of SEAL (Sobrato Early Academic Language) in grades TK-3 and Project Based Learning in grades 4-6. Teachers will be encouraged to share their SEAL units with their cohorts and their PBL units in PLCs. We will support teachers in their unit development through release days for planning. Teachers new to SEAL will receive module training and unit development days by grade level. We will continue to provide PBL training for the intermediate schools and teachers new to PBL. We will explore opportunities to provide advanced PBL training.	All schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$112,500 LCFF Base for PBL SEAL in Goal 2
Purchase and print curriculum materials, such as, but not limited to, SEAL, Expeditionary Learning, Core Knowledge Language Arts, Engage New York, and CPM. We will also continue to explore other curriculum as it becomes available. Continue to explore curriculum, such as NGSS, through task force meetings.	All schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$439,192 Lottery $200,000 LCFF Base
Continue participating in NGSS roll out activities, review NGSS curriculum as it becomes available, and discuss piloting programs that best meet new standards to ensure student learning. Provide professional development and coaching for Next Generation Science standards and framework.	All schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$60,000 LCFF Base

Provide students experiences in art, music, P.E., and other electives. Continue to provide Introduction to Recorder in 4th grade, Introduction to Vocal Music in 5th grade, and Introduction to Art in 6th grade classes throughout the entire district. The intermediate schools offer a variety of electives. After school sports are offered at the Intermediate Schools. Continue to communicate the importance of physical health and activity for all students. Continue to evaluate school lunch options to ensure healthy choices are provided. Continue to provide Family Life Education training to parents, teachers, and students in fifth and seventh grades.	All schools Grades: 4th, 5th, 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$600,261 LCFF Base
We will continue to provide Choice Programs for students, including TWBI (Two-Way Bilingual Immersion program), Indigo (Parent Involvement Program), AdVENTURE STEMS (grades 5-8), STEM Leadership Academy at Christopher (grades 7-8), and the Independent Study Program (ISP grades TK-8). The Bilingual Program in grades K-3 at Christopher, Edenvale, and Stipe will focus on providing primary Spanish support classes to students in three Title 1 Schools. The development in a student's first language is critical to his or her development of high proficiency in a second language. Primary language is a resource which make content area instruction in English much more comprehensible and allow students to learn a second language in a more expeditious manner.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost

We have two Commission-Approved Induction programs to support new teachers. First and second year general education and education specialist teachers are eligible to enroll in the Induction Program. The purpose of the Induction Program is to build teacher effectiveness through a self-reflective process, and to increase student learning. The New Teacher Induction Program will explore an increased focus on mentoring as well as an individual focus on professional growth for new teachers. The induction program will be revised to meet the new Commission on Teacher Credentialing program standards.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$158,858 LCFF Base
Various cohort of teachers in grades K-5 will explore and pilot alternate Math curriculum options.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$75,000 LCFF Base
We will provide additional support in our Educational Services Division focused on English Language Learners, students from low socio-economic levels and foster youth. Directors, Administrators and Support Staff will target the needs of these three sub-groups with a more intensional and purposeful approach.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$540,059 LCFF Supplemental

		_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
For schools with a high number of EL students and students from low socio-economic levels, we are providing Visual & Performing Arts opportunities through Music for Minors. Research shows that there is theoretical and psychological support for the inclusion of music in the teaching of English. English Learners acquire vocabulary and gammar, improve spelling. enhance rote memorization and develop the linguistic skills of reading, writing, speaking and listening (Jalongo & Bromley, 1984, McCarthey, 1985, Martin, 1983, Mitchell, 1983, Jully, 1975) through music. Educators confirm that the pleasure derived from music boosts the learning of language. Knowing the importance of music to language acquisition, Music for Minors provides English Learners with enhanced learning opportunities. Neurologists (Maess & Koelsh, 2001) have discovered that both musical and linguistic syntax are similarly processed. Music and language are, of course, two dramatically different forms of communication. However as Ayotte (2004) observed, both music and language share the "same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses."	Title 1 Schools Grades: All		$43,977 LCFF Supplemental

LCAP Year 2

Expected Annual Measurable Outcomes:	We will • increase the CAASPP SBAC Level 3-4 results by 5% higher than the prior year in ELA and Math for all students in grades 3-8. • increase the number of 8th grade students obtaining a GPA of 2.0 or above by 3%. • analyze staffing to ensure 100% appropriately assigned teachers and credentialed in subject areas. • complete the Williams Act audit in the fall to ensure sufficient access to instructional materials in all schools. • 100% of English Learners will access common core and ELD standards. • Reduce the number of students in grades 7 & 8 needing support classes by 3% in order to ensure access and enrollment in all required areas of study.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Hire and retain highly qualified staff. We will ensure that all staff are appropriately certificated and receive new teacher support and ongoing professional development.	All schools. Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$49,690,587 LCFF Base
Pilot NGSS curriculum that best meets new standards to ensure student learning. Follow adoption process to make recommendation for NGSS curriculum adoption. Provide professional development and coaching for Next Generation Science Standards and framework.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$100,000 LCFF Base
Instructional Coaches will continue to provide classroom and planning support as requested by teachers and administrators to accelerate the learning of all students. They will provide professional development to teachers and continue to focus on new strategies and curriculum that best supports student learning of the CCSS. Research has confirmed that quality instruction is the most effective factor in impacting the learning of English Language Learners. Our coaches support our teachers on a daily basis through instructional design of integrated and designated ELD, intense vocabulary development in ELA and math, differentiated instruction and high leverage teaching strategies. This will equip our classroom teachers with powerful teaching tools to utilize in their classroom. Their primary focus will ensure that quality instructional practices support low socio-economic students, Foster Youth and English Learners so that we achieve the goal that all students will be proficient.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$729,452 LCFF Supplemental

We will continue to refine our implementation of SEAL (Sobrato Early Academic Language) in grades TK-3 and Project Based Learning in grades 4-6. Teachers will be encouraged to share their SEAL units with their cohorts and their PBL units in PLCs. We will support teachers in their unit development through release days for planning. We will continue to provide PBL training for the intermediate schools and teachers new to PBL. We will explore opportunities to provide advanced PBL training.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$112,5000 LCFF Base for PBL SEAL in Goal 2
CCSS Professional Development for staff: We will survey teachers and administration to determine most needed professional development. Planning and collaboration time will continue to be provided to teachers on a consistent basis. We will continue to partner with the East Side Alliance and New Teacher Center to ensure that PLC training is provided for schools that are focusing on PLC work this year.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$245,621 Title II
Provide students experiences in art, music, P.E., and other electives. Continue to provide Introduction to Recorder in 4th grade, Introduction to Vocal Music in 5th grade, and Introduction to Art in 6th grade classes throughout the entire district. The intermediate schools offer a variety of electives. After school sports are offered at the Intermediate Schools. Continue to communicate the importance of physical health and activity for all students. Continue to evaluate school lunch options to ensure healthy choices are provided. Review Family Life Education materials to ensure adherence to updated Ed. Code and inclusion of the most current medical findings. Continue to provide Family Life Education training to parents, teachers, and students in fifth and seventh grades.	All Schools Grades: 4th, 5th, 6th, 7th, 8th	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$600,261 LCFF Base

We will continue to provide Choice Programs for students, including TWBI (Two-Way Bilingual Immersion program), Indigo (Parent Involvement Program), AdVENTURE STEMS (grades 5-8), STEM Leadership Academy at Christopher (grades 7-8), and the Independent Study Program (ISP TK-8). The Bilingual Program in grades K-3 at Christopher, Edenvale, and Stipe will focus on providing primary Spanish support classes to students in three Title 1 Schools. The development in a student's first language is critical to his or her development of high proficiency in a second language. Primary language is a resource which make content area instruction in English much more comprehensible and allow students to learn a second language in a more expeditious manner.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost
Continue the use of the iReady diagnostic assessment program three times a year (iReady). Define an extended testing window for Kinder as a result of teacher feedback from 2015-16. Analyze overall usage of the toolkit and growth monitoring assessments to guide instruction. Continue to offer professional development as needed for teachers, coaches, and administrators.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$326,667 LCFF Base
Purchase and print curriculum materials, such as, but not limited to, Expeditionary Learning, Core Knowledge Language Arts, Engage New York, and CPM. We will also continue to explore other curriculum as it becomes available. Pilot and recommend NGSS curriculum for adoption.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$439,192 Lottery $200,000 LCFF Base

We have two Commission-Approved Induction programs to support new teachers. First and second year general education and education specialist teachers are eligible to enroll in the Induction program. The purpose of the induction program is to build teacher effectiveness through a self-reflective process to increase student learning. The New Teacher Induction Program will fully implement new program standards for an improved new teacher induction experience.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$158,858 LCFF Base
Teachers will implement math curriculum for K-5.	All schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$750,000 LCFF Base
We will provide additional support in our Educational Services Division focused on English Language Learners, students from low socio-economic levels and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three sub-groups with a more intensional and purposeful approach.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$540,059 LCFF Supplemental

For schools with a high number of EL students and students from low socio-economic levels, we are providing Visual & Performing Arts opportunities through Music for Minors. Research shows that there is theoretical and psychological support for the inclusion of music in the teaching of English. English Learners acquire vocabulary and gammar, improve spelling. enhance rote memorization and develop the linguistic skills of reading, writing, speaking and listening (Jalongo & Bromley, 1984, McCarthey, 1985, Martin, 1983, Mitchell, 1983, Jully, 1975) through music. Educators confirm that the pleasure derived from music boosts the learning of language. Knowing the importance of music to language acquisition, Music for Minors provides English Learners with enhanced learning opportunities. Neurologists (Maess & Koelsh, 2001) have discovered that both musical and linguistic syntax are similarly processed. Music and language are, of course, two dramatically different forms of communication. However as Ayotte (2004) observed, both music and language share the "same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses."	Title 1 Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$43,977 LCFF Supplemental

LCAP Year 3

Expected Annual Measurable Outcomes:	We will • increase the CAASPP SBAC Level 3-4 results by 5% higher than the prior year in ELA and Math for all students in grades 3-8. • increase the number of 8th grade students obtaining a GPA of 2.0 or above by 3%. • analyze staffing to ensure 100% appropriately assigned teachers and credentialed in subject areas. • complete the Williams Act audit in the fall to ensure sufficient access to instructional materials in all schools. • 100% of English Learners will access common core and ELD standards. • Reduce the number of students in grades 7 & 8 needing support classes by 3% in order to ensure access and enrollment in all required areas of study.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

Hire and retain highly qualified staff. We will ensure that all staff are appropriately certificated and receive new teacher support and ongoing professional development.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$49,690,587 LCFF Base
Implement adopted NGSS curriculum. Provide professional development and coaching for Next Generation Science Standards and framework.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$100,000 LCFF Base
Instructional Coaches will continue to provide classroom and planning support as requested by teachers and administrators to accelerate the learning of all students. They will provide professional development to teachers and continue to focus on new strategies and curriculum that best supports student learning of the CCSS. Research has confirmed that quality instruction is the most effective factor in impacting the learning of English Language Learners. Our coaches support our teachers on a daily basis through instructional design of integrated and designated ELD, intense vocabulary development in ELA and math, differentiated instruction and high leverage teaching strategies. This will equip our classroom teachers with powerful teaching tools to utilize in their classroom. Their primary focus will ensure that quality instructional practices support low socio-economic students, Foster Youth and English Learners so that we achieve the goal that all students will be proficient.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$729,452 LCFF Supplemental

We will continue to refine our implementation of SEAL (Sobrato Early Academic Language) in grades TK-3 and Project Based Learning in grades 4-6. Teachers will be encouraged to share their SEAL units with their cohorts and their PBL units in PLCs. We will support teachers in their unit development through release days for planning. We will continue to provide PBL training for the intermediate schools and teachers new to PBL. We will explore opportunities to provide advanced PBL training. Evaluate effectiveness of SEAL and PBL. Determine if alternative options are required.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$112,5000 LCFF Base for PBL SEAL in Goal 2
CCSS Professional Development for staff: We will survey teachers and administration to determine most needed professional development. Planning and collaboration time will continue to be provided to teachers on a consistent basis. We will continue to partner with the East Side Alliance and New Teacher Center to ensure that PLC training is provided for schools that are focusing on PLC work this year.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$245,621 Title II
Provide students experiences in art, music, P.E., and other electives. Continue to provide Introduction to Recorder in 4th grade, Introduction to Vocal Music in 5th grade, and Introduction to Art in 6th grade classes throughout the entire district. The intermediate schools offer a variety of electives. After school sports are offered at the Intermediate Schools. Continue to communicate the importance of physical health and activity for all students. Continue to evaluate school lunch options to ensure healthy choices are provided. Review Family Life Education materials to ensure adherence to updated Ed. Code and inclusion of the most current medical findings. Continue to provide Family Life Education training to parents, teachers, and students in fifth and seventh grades.	All Schools Grades: 4th, 5th, 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$600,261 LCFF Base

We will continue to provide Choice Programs for students, including TWBI (Two-Way Bilingual Immersion program), Indigo (Parent Involvement Program), AdVENTURE STEMS (grades 5-8), STEM Leadership Academy at Christopher (grades 7-8), and the Independent Study Program (ISP TK-8). The Bilingual Program in grades K-3 at Christopher, Edenvale, and Stipe will focus on providing primary Spanish support classes to students in three Title 1 Schools. The development in a student's first language is critical to his or her development of high proficiency in a second language. Primary language is a resource which make content area instruction in English much more comprehensible and allow students to learn a second language in a more expeditious manner.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost
Purchase and print curriculum materials, such as, but not limited to, Expeditionary Learning, Core Knowledge Language Arts, Engage New York, and CPM. We will also continue to explore other curriculum as it becomes available. Continue to be informed about any new standards adoptions.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$439,192 Lottery $200,000 LCFF Base
Continue the use of the iReady diagnostic assessment program three times a year (iReady). Evaluate the effectiveness of I-Ready and explore alternative options if needed. Continue to offer professional development as needed for teachers, coaches, and administrators.	All schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	We need to determine if we will renew contract.

We have two Commission-Approved Induction programs to support new teachers. First and second year general education and education specialist teachers are eligible to enroll in the Induction program. The purpose of the induction program is to build teacher effectiveness through a self-reflective process to increase student learning. Annual surveys and teacher feedback will be used to evaluate program effectiveness. Revisions for program improvement will be explored.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$158,858 LCFF Base
Continue to implement math curriculum K-5.	All schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$200,000 LCFF Base
We will provide additional support in our Educational Services Division focused on English Language Learners, students from low socio-economic levels and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three sub-groups with a more intensional and purposeful approach.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$540,059 LCFF Supplemental

		_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
For schools with a high number of EL students and students from low socio-economic levels, we are providing Visual & Performing Arts opportunities through Music for Minors. Research shows that there is theoretical and psychological support for the inclusion of music in the teaching of English. English Learners acquire vocabulary and gammar, improve spelling. enhance rote memorization and develop the linguistic skills of reading, writing, speaking and listening (Jalongo & Bromley, 1984, McCarthey, 1985, Martin, 1983, Mitchell, 1983, Jully, 1975) through music. Educators confirm that the pleasure derived from music boosts the learning of language. Knowing the importance of music to language acquisition, Music for Minors provides English Learners with enhanced learning opportunities. Neurologists (Maess & Koelsh, 2001) have discovered that both musical and linguistic syntax are similarly processed. Music and language are, of course, two dramatically different forms of communication. However as Ayotte (2004) observed, both music and language share the "same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses."	Title 1 Schools Grades: All		$43,977 LCFF Supplemental

GOAL:	2. We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities (SWD).	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: Our District focus is to increase the academic language for our English Learners through the TK-3rd Sobrato Early Academic Language (SEAL) Professional Development and model. Also, to increase mainstreaming to meet the state criteria of least restrictive environment for SWDs.
Identified Need:	Based on past performance results, we must focus on closing the achievement gap for ELs, SWDs and Foster Youth.	
Goal Applies to:	**Schools:** All Schools Grades: All	
	Applicable Pupil Subgroups:	Foster Youth, Hispanic or Latino, Low Income Pupils, Redesignated fluent English proficient, English Learners, Black or African American, Students with Disabilities, Homeless

LCAP Year 1

Expected Annual Measurable Outcomes:	Meet or surpass all State targets for English proficiency as measured by the CELDT including Annual Measurable Achievement Objectives (AMAO): AMAO 1, AMAO 2 for < 5 years, AMAO for > 5 years, and AMAO 3. We will increase 5% on the CAASPP / SBAC Level 3 or above results in ELA and Math disaggregated by subgroups in grades 3-8. For SWDs will meet State criteria for indicator 3 for CAASPP. We will increase by 5% meeting or exceeding standards level results in ELA and Math on the K-8 District assessments disaggregated by subgroups. Increase the percentage of students in the least restrictive environment (LRE) as determined by State criteria for indicator 5. We will increase the number of grade 8 students graduating by 3% disaggregated by subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Provide the PreK-3rd comprehensive 2 year professional development model, Sobrato Early Academic Language (SEAL). The SEAL model was designed by Dr. Laurie Olsen, a national expert in language learner education. The SEAL model pulls together the most current research on effective practices and implements the knowledge base from effective school improvement. It focuses on meeting the demands of the Common Core standards and ELD Standards while addressing the needs of English Learners, their parents, and their teachers.The SEAL model is a response to the persistent achievement gap facing English Learners. It was developed drawing upon the research on preventing the creation of Long Term English Learners, and enacts the research on effective English Learner practices along with the implementation of the Common Core, ELD Standards and the ELA/ELD Framework. The SEAL model was designed on three foundations. Foundation #1: Research on preventing the creation of Long Term English Learners. Foundation #2: Enacting the research on effective English Learner Practices from Improving Education for English Learners: Research-Based Approaches by CDE.Key research findings include: 1) Quality early childhood education; 2) An emphasis on oral language; 3) Explicit focus on academic language; 4) Language develops in context, not in isolation; 5) Specific and additional instructional supports and scaffolded instruction; 6) Dedicated and intentional ELD instruction; 7) Development of the home language; 8) Strong relationships between home and school. Foundation #3:Addressing the demands of Common Core, ELD Standards, and the ELA/ ELD Framework. English Learner Teacher Partners (ELTPs) as Instructional Coaches: Provide ELTPS at each site to provide ongoing coaching and facilitation in order to fully implement SEAL. This includes planning and facilitation of grade level unit development days as well as supporting the teachers with the SEAL strategies and implementation through on site coaching and planning. SEAL materials: In order to implement the SEAL model, we provide additional materials for the SEAL model for each classroom that is approximately $2000/class over 2 years. Summer Bridge:	Anderson, Baldwin, Christopher, Del Roble, Edenvale, Frost, Glider, Hayes, Ledesma, Miner, Parkview, Sakamoto, Santa Teresa, Stipe

Grades: TK, K, 1st, 2nd, 3rd | _ All

X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless
_ Other | $2,3332,162 LCFF Supplemental |

In the Summer we provide extensive professional development for the teachers and the coaches in Year 1 of SEAL through a two-week Summer Bridge program. The teachers' team teach a SEAL thematic unit in the morning and then in the afternoon receive professional development, collaboration and coaching facilitated by the coaches. During the morning session the coaches provide modeled lessons and team teaching.			
Continue to provide ongoing professional development on designated / integrated English language development (ELD) along with the ELA / ELD Framework professional development at each site. The ELTPs will provide the ongoing professional development at each site. Implement and monitor the implementation of integrated and designated ELD that is aligned with the ELA/ELD Framework.	All Schools Grades: All	_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,132 LCFF Supplemental
Explore Universal Design Learning (UDL) . Present philosophy and webinar to principals and support staff. Our data shows that we over identify EL students,students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and foster youth groups and our English Only and Asian sub groups.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$5,331 LCFF Supplemental

Explore on-going coaching and professional development more than once a year for intervention programs (e.g. READ 180, System 44, I-Ready, Dreambox, Rosetta Stone etc.) used in-class and / or before/after school to support ELs as needed (e.g. .ELD IAs) and students with disabilities. Explore increasing the number of sites utilizing READ 180 and Math 180 to meet Program Improvement Plans for ELs and students with disabilities. Provide the READ 180 teachers at the 4 Title I sites, and the additional READ 180 teacher at Davis for English Learners.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$159,915 LCFF Supplemental $92,548 Title I
Provide professional development on Culturally Responsive Teaching, engagement, rigor and relevance with site leadership.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$109,425 LCFF Supplemental
Develop an RTI structure for implementation and monitoring at all sites. This includes providing more training on the SST process, identifying RTI level 1, 2, and 3 (including IEP process) at each site, identifying assessments of interventions and gains analysis, and monitoring of specific students below standards. Our data shows that we over identify EL students,students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and foster youth groups and our English Only and Asian sub groups.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$2,132 LCFF Supplemental

Three Title 1schools, Edenvale, Christopher and Stipe will work collaboratively with Partners in School Innovation to focus on a cycle of continuous improvement to develop the capacity of teachers and educational leaders to engage in the self-reflective process of Results Oriented Cycles of Inquiry (ROCI). Title 1 schools will have the opportunity of participating in a Professional Learning Community in an Instructional Leadership Team network facilitated by Partner leaders. Under the guidance of a School Innovation Partner, Oak Grove Coaches will engage in a Professional Learning Community focused on collaboratively supporting all schools, teachers, and students.	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$351,813 LCFF Supplemental
Provide professional development to all principals and support staff regarding Indicator 5 least restrictive environment expectations for accountability. Explore opportunities for mainstreaming and increase the number of students participating in General Education for more than 40% of their day and decreasing the number of students participating in Special Education for more than 80% of their day.	All Schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$132,421 LCFF Base
Explore math curriculum designed for children with special needs.	Students with Special Needs Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$46,750 LCFF Base

Davis Intermediate School has 62.5% low socio economic students and 30% English Learners. This is significantly higher than the other two Oak Grove intermediate schools. We will provide Davis Intermediate Schools with additional funds for additional staff, teacher planning days, and professional development in order to achieve the goal that all students will be proficient and we will accelerate the results of the low socio economic students and English Learners. An additional teacher is also available to provide EL students additional classes in Read 180 and English 3D.	Davis Intermediate School Grades: 7th, 8th	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$326,029 LCFF Supplemental
We will provide an extra teacher at the four Title I schools to support intensive classroom instruction. By adding one more teacher to the staff, class sizes are significantly lowered thereby providing teachers with more personalized time to support and address the needs of EL students, students from low socio-economic levels and foster youth.	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$484,358 LCFF Supplemental
Provide ELD IAs to work closely with the ELTP to provide additional in-class support to newcomers and CELDT 1 and 2 English Learners in the core classroom in order to access the grade level curriculum through integrated ELD as needed.	All Schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$510,695 LCFF Supplemental

Additional ELD teachers, 1.0 FTE per the 3 Intermediate Schools to support the EL students with specific strategies and interventions with language development during the ELD Support Classes.	Intermediate Schools Grades: 7th, 8th	_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$369,471 LCFF Supplemental
Provide after school safety nets and programs to students who need support in Tiers II and III.	All School Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$125,968 LCFF Supplemental

LCAP Year 2

Expected Annual Measurable Outcomes:	Continue to meet or surpass all State targets for English proficiency as measured by the CELDT including AMAO 1, AMAO 2 for < 5 years, AMAO for > 5 years, and AMAO 3. We will continue to increase 5% more from the previous year on the CAASP / SBAC Level 3 or above results in ELA and Math disaggregated by subgroups in grades 3-8. For SWDs will meet State criteria for indicator 3 for CAASPP . We will continue to increase by 5% more from the previous year meeting or exceeding standards level results in ELA and Math on the K-8 District assessments disaggregated by subgroups. Increase the percentage of students in the least restrictive environment (LRE) as determined by State criteria for indicator 5. We will increase the number of grade 8 students graduating by 3% more from the previous year disaggregated by subgroups.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Provide the PreK-3rd comprehensive 2 year professional	Anderson,	_ All --	$2,3332,162 LC

development model, Sobrato Early Academic Language (SEAL). The SEAL model was designed by Dr. Laurie Olsen, a national expert in language learner education. The SEAL model pulls together the most current research on effective practices and implements the knowledge base from effective school improvement. It focuses on meeting the demands of the Common Core standards and ELD Standards while addressing the needs of English Learners, their parents, and their teachers.The SEAL model is a response to the persistent achievement gap facing English Learners. It was developed drawing upon the research on preventing the creation of Long Term English Learners, and enacts the research on effective English Learner practices along with the implementation of the Common Core, ELD Standards and the ELA/ELD Framework. The SEAL model was designed on three foundations. Foundation #1: Research on preventing the creation of Long Term English Learners. Foundation #2: Enacting the research on effective English Learner Practices from Improving Education for English Learners: Research-Based Approaches by CDE.Key research findings include: 1) Quality early childhood education; 2) An emphasis on oral language; 3) Explicit focus on academic language; 4) Language develops in context, not in isolation; 5) Specific and additional instructional supports and scaffolded instruction; 6) Dedicated and intentional ELD instruction; 7) Development of the home language; 8) Strong relationships between home and school. Foundation #3:Addressing the demands of Common Core, ELD Standards, and the ELA/ ELD Framework. English Learner Teacher Partners (ELTPs) as Instructional Coaches: Provide ELTPS at each site to provide ongoing coaching and facilitation in order to fully implement SEAL. This includes planning and facilitation of grade level unit development days as well as supporting the teachers with the SEAL strategies and implementation through on site coaching and planning. SEAL materials: In order to implement the SEAL model, we provide additional materials for the SEAL model for each classroom that is approximately $2000/class over 2 years. Summer Bridge: In the Summer we provide extensive professional development for the teachers and the coaches in Year 1	Baldwin, Christopher, Del Roble, Edenvale, Frost, Glider, Hayes, Ledesma, Miner, Parkview, Sakamoto, Santa Teresa, Stipe Grades: TK, K, 1st, 2nd, 3rd, 4th	X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	FF Supplemental

of SEAL through a two-week Summer Bridge program. The teachers' team teach a SEAL thematic unit in the morning and then in the afternoon receive professional development, collaboration and coaching facilitated by the coaches. During the morning session the coaches provide modeled lessons and team teaching.			
Continue to provide ongoing professional development on designated / integrated English language development (ELD) along with the ELA / ELD Framework at each site. The ELTPs will provide the ongoing professional development at each site. Implement and monitor the implementation of integrated and designated ELD that is aligned with the ELA/ELD Framework.	All schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,132 LCFF Supplemental
Continue to provide professional development Universal Design Learning (UDL) to differentiate learning for Level I Response to Intervention (RtI). Explore coaching in classrooms and identify schools to pilot implementation of UDL phase I. Our data shows that we over identify EL students, students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and foster youth groups and our English Only and Asian sub groups.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$5,331 LCFF Supplemental
Review implementation of processes and quality instruction to monitor student performance under an RTI model. Continue to identify more Level II interventions at each site. Our data shows that we over identify EL students, students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and foster youth groups and our English Only and Asian sub groups.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$3,132 LCFF Supplemental

Continue to analyze the effectiveness of the intervention programs (e.g. READ 180, System 44, Dreambox, I-Ready and Rosetta Stone, etc.) and implement with consistency and fidelity to support ELs as needed and students with disabilities. Provide staff development to support ELs and students with disabilities as needed (e.g. .ELD IAs). Continue to explore implementing at more sites for ELs and students with disabilities to meet the Program Improvement Plan. Provide the READ 180 teachers at the 4 Title I sites and the additional READ 180 teacher at Davis for English Learners.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$159,915 LCFF Supplemental $92,548 Title I
Continue to provide professional development on culturally responsive teaching, engagement, rigor and relevance with staff at each site. Monitor implementation through classroom observations.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$109,425 LCFF Supplemental
Continue to increase number of student with disabilities participating in general education more than 40% of their day and less than 80% participating in special education.	All Schools Grades: All	_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$132,421 LCFF Base

Analyze data, class observations and implementation of SEAL and PBL at the 2 Title I schools working with Partners in School Innovation (PSI).Based on the analysis, decide the next steps and focus with PSI. Title 1 schools will continue participating in a Professional Learning Community in an Instructional Leadership Team network facilitated by Partner leaders. In collaboration with Oak Grove and PSI, Oak Grove Coaches will continue to engage in a Professional Learning Community focused on coaching and collaboratively supporting all schools, teachers, and students.	Christopher, Edenvale and Stipe Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$351,813 LCFF Supplemental
Implement math curriculum specific designed for students with special needs.	All sudents with special needs Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$20,000 LCFF Base
Davis Intermediate School has 62.5% low socio economic students and 30% English Learners. This is significally higher than the other two Oak Grove intermediate schools. We will provide Davis Intermediate Schools with additional funds for additional staff, teacher planning days, and professional development in order to achieve the goal that all students will be proficient and we will accelerate the results of the low socio economic students and English Learners. An additional teacher is also available to provide EL students additional classes in Read 180 and English 3D.	Davis Intermediate School Grades: 7th, 8th	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$326,029 LCFF Supplemental

We will provide an extra teacher at the four Title I schools to support intensive classroom instruction. By adding one more teacher to the staff, class sizes are significantly lowered thereby providing teachers with more personalized time to support and address the needs of EL students, students from low socio-economic levels and foster youth.	Title 1 Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$484,358 LCFF Supplemental
Provide ELD IAs to work closely with the ELTP to provide additional in-class support to newcomers and CELDT 1 and 2 English Learners in the core classroom in order to access the grade level curriculum through integrated ELD as needed.	All Schools Grades: All	_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$510,695 LCFF Supplemental
Additional ELD teachers, 1.0 FTE per the 3 Intermediate Schools to support the EL students with specific strategies and interventions with language development during the ELD Support Classes.	Intermediate Schools Grades: 7th, 8th	_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$369,471 LCFF Supplemental
Provide after school safety nets and programs to students who need support in Tiers II and III.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$125,968 LCFF Supplemental
LCAP Year 3			

Expected Annual Measurable Outcomes:	- Continue to meet or surpass all State targets for English proficiency as measured by the CELDT including AMAO 1, AMAO 2 for < 5 years, AMAO for > 5 years, and AMAO 3. - We will continue to increase 5% more from the previous year on the CAASPP / SBAC Level 3 or above results in ELA and Math disaggregated by subgroups in grades 3-8. - We will continue to increase by 5% meeting or exceeding standards level results in ELA and Math on the K-2 District assessments disaggregated by subgroups. - Increase the percentage of students in the least restrictive environment (LRE) as determined by State criteria. - We will increase the number of grade 8 students graduating by 3% disaggregated by subgroups. 100% of all ELs will access core and ELD standards and implementation of content and performance standards for all students as evident through daily classroom walk throughs by principals. Increase EL reclassification rate by 5% Increase the percentage of students in the least restrictive environment (LRE) as determined by State criteria for indicator 5.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide ongoing professional development on designated / integrated English language development (ELD) along with the ELA / ELD Framework at each site. The ELTPs will provide the ongoing professional development at each site. Implement and monitor the implementation of integrated and designated ELD that is aligned with the ELA/ELD Framework.	All Schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,132 LCFF Supplemental
Provide the PreK-3rd comprehensive 2 year professional development model, Sobrato Early Academic Language (SEAL). The SEAL model was designed by Dr. Laurie Olsen, a national expert in language learner education. The SEAL model pulls together the most current research on effective practices and implements the knowledge base from effective school improvement. It focuses on meeting the demands of the Common Core standards and ELD Standards while addressing the needs of English Learners, their parents, and their teachers.The SEAL model is a response to the persistent achievement	Anderson, Baldwin, Christopher, Del Roble, Edenvale, Frost, Glider, Ledesma, Hayes, Miner, Parkview, Sakamoto, Santa	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,3332,162 LCFF Supplemental

gap facing English Learners. It was developed drawing upon the research on preventing the creation of Long Term English Learners, and enacts the research on effective English Learner practices along with the implementation of the Common Core, ELD Standards and the ELA/ELD Framework. The SEAL model was designed on three foundations. Foundation #1: Research on preventing the creation of Long Term English Learners. Foundation #2: Enacting the research on effective English Learner Practices from Improving Education for English Learners: Research-Based Approaches by CDE.Key research findings include: 1) Quality early childhood education; 2) An emphasis on oral language; 3) Explicit focus on academic language; 4) Language develops in context, not in isolation; 5) Specific and additional instructional supports and scaffolded instruction; 6) Dedicated and intentional ELD instruction; 7) Development of the home language; 8) Strong relationships between home and school. Foundation #3:Addressing the demands of Common Core, ELD Standards, and the ELA/ ELD Framework. English Learner Teacher Partners (ELTPs) as Instructional Coaches: Provide ELTPS at each site to provide ongoing coaching and facilitation in order to fully implement SEAL. This includes planning and facilitation of grade level unit development days as well as supporting the teachers with the SEAL strategies and implementation through on site coaching and planning. SEAL materials: In order to implement the SEAL model, we provide additional materials for the SEAL model for each classroom that is approximately $2000/class over 2 years. Summer Bridge: In the Summer we provide extensive professional development for the teachers and the coaches in Year 1 of SEAL through a two-week Summer Bridge program. The teachers' team teach a SEAL thematic unit in the morning and then in the afternoon receive professional development, collaboration and coaching facilitated by the coaches. During the morning session the coaches provide modeled lessons and team teaching.	Stipe Taylor Grades: TK, K, 1st, 2nd, 3rd		

Continue to provide professional development and coaching on Universal Design Learning (UDL) to differentiate learning for Response to Intervention (RtI). Continue to identify more schools to launch UDL. Our data shows that we over identify EL students, students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and foster youth groups and our English Only and Asian sub groups.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$5,331 LCFF Supplemental
Continue to implement by monitoring student performance and quality instruction for RtI. Our data shows that we over identify EL students, students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and foster youth groups and our English Only and Asian sub groups.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$1,132 LCFF Supplemental
Continue to meet state criteria for Indicator 4 Least restrictive enviroment.	All Schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$132,421 LCFF Base
Continue to analyze the effectiveness of the intervention programs (e.g. READ 180, System 44, Dreambox, I-Ready and Rosetta Stone, etc.) and implement with consistency and fidelity; and provide staff development to support ELs and students with disabilities as needed (e.g. ELD IAs). Provide the READ 180 teachers at the 4 Title I sites and the additional READ 180 teacher at Davis for English Learners.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$159,915 LCFF Supplemental $92,548 Title I

Continue to monitor implementation of culturally responsive teaching through the relevance, rigor and student engagement class observations. Analyze implementation and decide on next steps.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$50,000 LCFF Supplemental
Continue to analyze data, class observations and implementation of SEAL and PBL at the Title I schools working with Partners in School Innovation (PSI).Based on the analysis, decide the next steps and focus with PSI. Title 1 schools will continue participating in a Professional Learning Community in an Instructional Leadership Team network facilitated by Partner leaders. In collaboration with Oak Grove and PSI, Oak Grove Coaches will continue to engage in a Professional Learning Community focused on coaching and collaboratively supporting all schools, teachers, and students.	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$351,813 LCFF Supplemental
Continue implementation of math curriculum specifically to addressing students with special needs.	All students with special needs Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$10,000 LCFF Base

Davis Intermediate School has 62.5% low-socio economic students and 30% English Learners. This is significantly higher than the other two Oak Grove intermediate schools. We will provide Davis Intermediate Schools with additional funds for additional staff, teacher planning days, and professional development in order to achieve the goal that all students will be proficient and we will accelerate the results of the low socio economic students and English Learners. An additional teacher is also available to provide EL students additional classes in Read 180 and English 3D.	Davis Intermediate School Grades: 7th, 8th	_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$326,029 LCFF Supplemental
We will provide an extra teacher at the four Title I schools to support intensive classroom instruction. By adding one more teacher to the staff, class sizes are significantly lowered thereby providing teachers with more personalized time to support and address the needs of EL students, students from low socio-economic levels and foster youth.	Title 1 Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$484,358 LCFF Supplemental
Provide ELD IAs to work closely with the ELTP to provide additional in-class support to newcomers and CELDT 1 and 2 English Learners in the core classroom in order to access the grade level curriculum through integrated ELD as needed.	All Schools Grades: All	_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$510,695 LCFF Supplemental

Additional ELD teachers, 1.0 FTE per the 3 Intermediate Schools to support the EL students with specific strategies and interventions with language development during the ELD Support Classes.	Intermediate Schools Grades: 7th, 8th	_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$369,471 LCFF Supplemental
Provide after school safety nets and programs to students who need support in Tiers II and III.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$125,968 LCFF Supplemental

GOAL:	3. Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.	Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 X 6 X 7 X 8 Local: We want to ensure every classroom, and all TK- grade 8 students are using technology as a CCSS instructional tool to master core subject knowledge and the technology standards.
Identified Need:	We have some teachers who implement technology as a center, or use it more as a separate resource outside of CCSS Instruction. In 2015-16 there were 5% of the teachers who reported that they never use technology as part of their instruction. We need to continue to identify those teachers and classes to provide the professional development and coaching they need to ensure equal access to the technology tools and standards.	

Goal Applies to:	**Schools:** All Schools Grades: All
Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	75% of the students will use technology daily as an instructional tool to master core content knowledge and the technology standards. 90% of ELs will use technology to access core subjects and master the ELD standards. 95% of all students will participate in Smarter Balanced Testing on the Chromebooks and laptops. 85% of students will access core subject areas using 21st Century Skills of collaboration, communication, critical thinking and creativity.

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Purchase more Chromebooks/laptops to move toward 1:1 student ratio. Included with the student devices are headphones, carts and/or cases.	All Schools Grades: 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 650,000 Measure P for Chromebooks, carts, set up
We will provide coaching and professional development and coaching to teachers to ensure quality implementation of the CCSS Technology Standards and integrated technology research-based practices (e.g. PBL, SEAL, Google Apps, coding, mathematics, etc.) From California's Empowering Learning A Blueprint for California Education Technology 2014-17, "Stanford University Professor Dr. Linda Darling-Hammond, the co-chair of Superintendent Torlakson's Transition Advisory Team, described this new mission for schools in her book The Flat World and Education: "The new mission of schools is to prepare students to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not been invented."8 We must be prepared to embrace a landscape where technology in teaching and learning becomes part of the fabric of modeling, observation sharing, and the new and expanded peer groups all of us can experience. However, there are millions of students in California who do not have adequate access to technology in their classrooms or at home. According to the K–12 High Speed 2013 Annual Report, 791 California schools today have a T-1 line (1.5 Mbps) or lower broadband access —inadequate for the needs of today's students. We must ensure that every one of California's 6.2 million students can take advantage of the opportunities education technology presents. We must not allow some students to fail to have the opportunity to learn basic skills required to interact in a digital world. We need to make sure every student has access to, and the knowledge to use, the technology needed to successfully participate in the Smarter	All Schools. Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other	$24,000 LCFF Base $281,009 LCFF Supplemental and $180,556 LCFF Base

Balanced assessments. We must not allow a lack of technology—or ineffective implementation—to become the roots of the next achievement gap. " Research indicates, "Even if all the equipment was accessible and working, there was still a good deal of complexity in integrating technology into instruction. The emphasis on standardized testing increased this complexity, as teachers often could not figure out how best to prepare students for tests while also emphasizing the kinds of discovery learning that are enhanced by technology use. Again, complexity was heightened in low-SES schools because of the special attention given to raising test scores in those schools as well as the larger numbers of English language learners (ELs) those schools enrolled. For example, in a number of classrooms, we witnessed ELs cutting and pasting information from the Internet to complete an assignment, with no evident understanding of the material they were working with. This last example is an illustration of what we called performativity, that is, technological performance for its own sake rather than in connection with meaningful learning goals. Designing technology-enhanced lessons for culturally and linguistically diverse students with limited English literacy is without doubt complicated, but it can yield important rewards when done well (see examples in succeeding discussions and further examples in Brown, Cummins, & Sayers, 2007). In the remainder of this chapter, I examine some approaches for addressing these challenges that have been shown to be effective, using contexts of both limited and extensive technology penetration." English Language Development standards also specifically address using appropriate technology throughout their grade levels.

Purchase and change school and district learning environments (e.g. wired and wireless solutions, furniture, short-throw projectors, etc.).	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,000,000 Measure P for short throwns $2,800,000 Measure P for new switches
Maintain staff technology devices and infrastructure.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$141,000 LCFF Base
Provide online resources for students and teachers. (e.g. Synergyse, EdTech How Tos, Google Learning Center, Video Conference Calls, etc.)	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$10,000 LCFF Base
Explore ways to provide access to students who do not have internet or devices outside of the school site. This is in preparation for the possibility of devices being assigned to students for take-home.	All Schools Grades: 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500 LCFF Base

Provide trained site Tech Mentor positions to support technology problem solving and professional development for staff.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$30,000 LCFF Base
The Informational Technology and EdTech staff will continue to collaborate, and work as a team to provide the infrastructure and innovative ideas for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,125,000 LCFF Base
Oak Grove ensures that all student data information is compliant with Family Educational Rights and Privacy Act (FERPA) and Children's Online Privacy Protection Act (COPPA) regulations. We will educate and work with students, staff and community on being respectful, responsible, and safe digital citizens.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500 LCFF Base
LCAP Year 2			

Expected Annual Measurable Outcomes:	85% of the students will use technology daily as an instructional tool to master core content knowledge and the technology standards. 95% of ELs will use technology to access core subjects and master the ELD standards. 95% of all students will participate in Smarter Balanced Testing on the Chromebooks and laptops. 90% of students will access core subject areas using 21st Century Skills of collaboration, communication, critical thinking and creativity.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase more Chromebooks/laptops to move toward 1:1 student ratio. Included with the student devices are headphones, carts and/or cases.	All Schools Grades: 4th, 5th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$650,000 Measure P
We will provide coaching and professional development and coaching to teachers to ensure quality implementation of the CCSS Technology Standards and integrated technology research-based practices (e.g. PBL, SEAL, Google Apps, coding, mathematics, etc.) From California's Empowering Learning A Blueprint for California Education Technology 2014-17, "Stanford University Professor Dr. Linda Darling-Hammond, the co-chair of Superintendent Torlakson's Transition Advisory Team, described this new mission for schools in her book The Flat World and Education: "The new mission of schools is to prepare students to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not been invented."8 We must be prepared to embrace a landscape where technology in teaching and learning becomes part of the fabric of modeling, observation sharing, and the new and expanded peer groups all of us can experience. However, there are millions of students in California who do not have adequate access to technology in their classrooms or at home. According to the K–12 High Speed 2013 Annual Report, 791 California schools today have a T-1 line (1.5 Mbps) or lower broadband access —inadequate for the needs of today's students. We must ensure that every one of California's 6.2 million students can take advantage of the opportunities education technology presents. We must not allow some students to fail to have the opportunity to learn basic skills required to interact in	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino _ White X Students with Disabilities X Homeless _ Other	$24,000 LCFF Base $$281,009 LCFF Supplemental and $180,556 LCFF Base

a digital world. We need to make sure every student has access to, and the knowledge to use, the technology needed to successfully participate in the Smarter Balanced assessments. We must not allow a lack of technology—or ineffective implementation—to become the roots of the next achievement gap. " Research indicates, "Even if all the equipment was accessible and working, there was still a good deal of complexity in integrating technology into instruction. The emphasis on standardized testing increased this complexity, as teachers often could not figure out how best to prepare students for tests while also emphasizing the kinds of discovery learning that are enhanced by technology use. Again, complexity was heightened in low-SES schools because of the special attention given to raising test scores in those schools as well as the larger numbers of English language learners (ELs) those schools enrolled. For example, in a number of classrooms, we witnessed ELs cutting and pasting information from the Internet to complete an assignment, with no evident understanding of the material they were working with. This last example is an illustration of what we called performativity, that is, technological performance for its own sake rather than in connection with meaningful learning goals. Designing technology-enhanced lessons for culturally and linguistically diverse students with limited English literacy is without doubt complicated, but it can yield important rewards when done well (see examples in succeeding discussions and further examples in Brown, Cummins, & Sayers, 2007). In the remainder of this chapter, I examine some approaches for addressing these challenges that have been shown to be effective, using contexts of both limited and extensive technology penetration." English Language Development standards also specifically address using appropriate technology throughout their grade levels.

Purchase and change school and district learning environments (e.g. wired and wireless solutions, furniture, short-throw projectors, etc.).	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$3,000,000 Measure P for new cabling
Maintain staff technology devices and infrastructure.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$141,000 LCFF Base
The Informational Technology and EdTech staff will continue to collaborate, and work as a team to provide the infrastructure and innovative ideas for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,125,000 LCFF Base
Provide online resources for students and teachers. (e.g. Synergyse, EdTech How Tos, Google Learning Center, Video Conference Calls, etc.)	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$10,000 LCFF Base

Provide trained site Tech Mentor positions to support technology problem solving and professional development for staff.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$30,000 LCFF Base
Share ways to provide access to students who do not have internet or devices outside of the school site. This is in preparation for the possibility of devices being assigned to students for take-home.	All Schools Grades: 4th, 5th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500 LCFF Base
Oak Grove ensures that all student data information is compliant with Family Educational Rights and Privacy Act (FERPA) and Children's Online Privacy Protection Act (COPPA) regulations. We will educate and work with students, staff and community on being respectful, responsible, and safe digital citizens.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500.00 LCFF Base

LCAP Year 3

Expected Annual Measurable Outcomes:	90% of the students will use technology daily as an instructional tool to master core content knowledge and the technology standards. 100% of ELs will use technology to access core subjects and master the ELD standards. 95% of all students will participate in Smarter Balanced Testing on the Chromebooks and laptops. 95% of students will access core subject areas using 21st Century Skills of collaboration, communication, critical thinking and creativity.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase more Chromebooks/laptops to move toward 1:1 student ratio. Included with the student devices are headphones, carts and/or cases.	All Schools Grades: 2nd, 3rd	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$650,000 Measure P
We will provide coaching and professional development and coaching to teachers to ensure quality implementation of the CCSS Technology Standards and integrated technology research-based practices (e.g. PBL, SEAL, Google Apps, coding, mathematics, etc.) From California's Empowering Learning A Blueprint for California Education Technology 2014-17, "Stanford University Professor Dr. Linda Darling-Hammond, the co-chair of Superintendent Torlakson's Transition Advisory Team, described this new mission for schools in her book The Flat World and Education: "The new mission of schools is to prepare students to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not been invented."8 We must be prepared to embrace a landscape where technology in teaching and learning becomes part of the fabric of modeling, observation sharing, and the new and expanded peer groups all of us can experience. However, there are millions of students in California who do not have adequate access to technology in their classrooms or at home. According to the K–12 High Speed 2013 Annual Report, 791 California schools today have a T-1 line (1.5 Mbps) or lower broadband access —inadequate for the needs of today's students. We must ensure that every one of California's 6.2 million students can take advantage of the opportunities education technology presents. We must not allow some students to fail to have the opportunity to learn basic skills required to interact in	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other	$24,000 LCFF Base $281,009 LCFF Supplemental and $180,556 LCFF Base

a digital world. We need to make sure every student has access to, and the knowledge to use, the technology needed to successfully participate in the Smarter Balanced assessments. We must not allow a lack of technology—or ineffective implementation—to become the roots of the next achievement gap. " Research indicates, "Even if all the equipment was accessible and working, there was still a good deal of complexity in integrating technology into instruction. The emphasis on standardized testing increased this complexity, as teachers often could not figure out how best to prepare students for tests while also emphasizing the kinds of discovery learning that are enhanced by technology use. Again, complexity was heightened in low-SES schools because of the special attention given to raising test scores in those schools as well as the larger numbers of English language learners (ELs) those schools enrolled. For example, in a number of classrooms, we witnessed ELs cutting and pasting information from the Internet to complete an assignment, with no evident understanding of the material they were working with. This last example is an illustration of what we called performativity, that is, technological performance for its own sake rather than in connection with meaningful learning goals. Designing technology-enhanced lessons for culturally and linguistically diverse students with limited English literacy is without doubt complicated, but it can yield important rewards when done well (see examples in succeeding discussions and further examples in Brown, Cummins, & Sayers, 2007). In the remainder of this chapter, I examine some approaches for addressing these challenges that have been shown to be effective, using contexts of both limited and extensive technology penetration." English Language Development standards also specifically address using appropriate technology throughout their grade levels.

Purchase and change school and district learning environments (e.g. wired and wireless solutions, furniture, short-throw projectors, etc.).	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,500,000 Measure P
Maintain staff technology devices and infrastructure.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$141,000 LCFF Base
The Informational Technology and EdTech staff will continue to collaborate, and work as a team to provide the infrastructure and innovative ideas for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,125,000 LCFF Base
Provide online resources for students and teachers. (e.g. Synergyse, EdTech How Tos, Google Learning Center, Video Conference Calls, etc.)	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$10,000 LCFF Base

Provide trained site Tech Mentor positions to support technology problem solving and professional development for staff.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$30,000 LCFF Base
Continue to explore and share new ways to provide access to students who do not have internet or devices outside of the school site. This is in preparation for the possibility of devices being assigned to students for take-home.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500 LCFF Base
Oak Grove ensures that all student data information is compliant with Family Educational Rights and Privacy Act (FERPA) and Children's Online Privacy Protection Act (COPPA) regulations. We will educate and work with students, staff and community on being respectful, responsible, and safe digital citizens.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500 LCFF Base

GOAL:	4. School and classroom environments support learning, creativity, safety and engagement.		Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 X 6 _7 _8 Local: We want to ensure all students have a positive and safe learning experience on the way to schools, while at schools, and one the way home from school.
Identified Need:	There is a loss of instructional time due to suspensions and absenteeism. While we have decreased the rate in the past few years, over 400 students are being suspended, and there are 20 students with chronic absenteeism.		
Goal Applies to:	**Schools:**	All Schools	
		Grades: All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1

Expected Annual Measurable Outcomes:	• Receive facilities rating of excellent in all schools on the Williams audit. • On the California Healthy Kids Survey which is given every other year, 50% students will feel safe in their learning environment. • Decrease the number of chronic student absenteeism by 2% • Decrease the suspension and expulsion rate at all schools by 6%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement, monitor, and continue to provide professional development and coaching in (PBIS) Positive Behavioral Interventions and Supports. PBIS is a three tiered RtI approach. We need to focus on implementing Tier II and Tier III interventions based on the data. When a behavior event occurs, and resolution is given to the student, we will work on a positive approach to restore the relationships and expectations for the student.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$140,000 Title II

Ensure all facilities and sites are safe and provide positive learning environments. We provide patrol services at the Title I schools to ensure campus security in support of student learning and parent engagement.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$10,404,466 LCFF Base $30,000 LCFF Supplemental for Title 1 Schools only
We will provide student safety on the bus.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$3,903,880 LCFF Base
Provide Mental Health Services to Students. Explore providing mental health counselors for the intermediate schools.	All Schools with a focus on Title 1 Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$147,719 Mental Health IDEA $717,720 Mental Health Resource 6512
Maintain Therapeutic Crisis Intervention (TCI).	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in the Mental Health Budgets

Provide academic counselors at the intermediate schools.	Intermediate Schools Grades: 7th, 8th	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$855,565 LCFF Base
Compared to more affluent students, children living in poverty are 25 percent more likely to miss three or more days of school per month (National Center for Education Statistics [NCES] 2006a). Low socioeconomic status (SES) children are more likely to experience serious health problems (Hughes and Ng 2003; Rothstein 2004). As a result, they are three times more likely to be chronically absent from school due to illness or injury (Bloom, Dey, and Freeman 2006). Specifically, children living in poverty suffer much higher rates of asthma, heart and kidney disease, epilepsy, digestive problems, as well as vision, dental, and hearing disorders (Case et al. 2002; Halfon and Newacheck 1993; Moonie et al. 2006). We will provide an additional two hours of health clerk time at each school in order to support families with student attendance and health concerns.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$226,977 LCFF Supplemental
At our Title I schools, there is a need for a bilingual psychologist to serve students in their primary language to best meet the needs of our students and community.	Title 1 Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$53,413 LCFF Supplemental
LCAP Year 2			

Expected Annual Measurable Outcomes:	• Receive facilities rating of excellent in all schools on the Williams audit. • Decrease the number of chronic student absenteeism by 1% • Decrease the suspension and expulsion rate at all schools by 4%.			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Implement, monitor, and continue to provide professional development and coaching in (PBIS) Positive Behavioral Interventions and Supports. PBIS is a three tiered RtI approach. We need to focus on implementing Tier II and Tier III interventions based on the data. When a behavior event occurs, and resolution is given to the student, we will monitor whether a positive approach was used to restore the relationships and expectations for the student.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		$140,000 Title II
Ensure all facilities and sites are safe and provide positive learning environments. We provide patrol services at the Title I schools to ensure campus security in support of student learning and parent engagement.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		$10,404,466 LCFF Base $30,000 LCFF Supplemental for Title 1 Schools only.
We will provide student safety on the bus.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		$3,903,880 LCFF Base

Provide Mental Health Services to Students. Make a plan to provide mental health counselors for the intermediate schools.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$147,719 Mental Health IDEA $717,720 Mental Health Resource 6512
Maintain Therapeutic Crisis Intervention (TCI). Train new staff and update staff who have already been trained to meet criteria.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in the Mental Health Budgets
Continue to provide academic counseling at the Intermedate Schools.	Intermediate Schools Grades: 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$855,565 LCFF Base

		_ All	
Compared to more affluent students, children living in poverty are 25 percent more likely to miss three or more days of school per month (National Center for Education Statistics [NCES] 2006a). Low socioeconomic status (SES) children are more likely to experience serious health problems (Hughes and Ng 2003; Rothstein 2004). As a result, they are three times more likely to be chronically absent from school due to illness or injury (Bloom, Dey, and Freeman 2006). Specifically, children living in poverty suffer much higher rates of asthma, heart and kidney disease, epilepsy, digestive problems, as well as vision, dental, and hearing disorders (Case et al. 2002; Halfon and Newacheck 1993; Moonie et al. 2006). We will provide an additional two hours of health clerk time at each school in order to support families with student attendance and health concerns.	All Schools Grades: All	-- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$226,977 LCFF Supplemental
At our Title I schools, there is a need for a bilingual psychologist to serve students in their primary language to best meet the needs of our students and community.	Title 1 Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$53,413 LCFF Supplemental

	LCAP Year 3		
Expected Annual Measurable Outcomes:	• Receive facilities rating of excellent in all schools on the Williams audit. • On the CHKS which is given every other year, 60% students will state that they feel safe in their learning environment. • Decrease the number of chronic student absenteeism by 1% • Decrease the suspension and expulsion rate at all schools by 2%.		
	Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

Implement, monitor, and continue to provide professional development and coaching in (PBIS) Positive Behavioral Interventions and Supports. PBIS is a three tiered RtI approach. We will evaluate the implementation of Tier II and Tier III interventions, and whether a positive approach was used to restore the relationships and expectations for the student.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$140,000 Title II
Ensure all facilities and sites are safe and provide positive learning environments. We provide patrol services at the Title I schools to ensure campus security in support of student learning and parent engagement.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$10,404,466 LCFF Base $30,000 LCFF Supplemental for Title 1 Schools only
We will provide student safety on the bus.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$3,903,880 LCFF Base
Provide Mental Health Services to Students. Provide mental health counselors for the intermediate schools.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$147,719 Mental Health IDEA $717,720 Mental Health Resource 6512

Maintain Therapeutic Crisis Intervention (TCI). Continue to train new staff and update staff who have already been trained to meet criteria.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in the Mental Health Budgets
Continue provide academic counseling at the Intermediate Schools.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$855,565 LCFF Base
Compared to more affluent students, children living in poverty are 25 percent more likely to miss three or more days of school per month (National Center for Education Statistics [NCES] 2006a). Low socioeconomic status (SES) children are more likely to experience serious health problems (Hughes and Ng 2003; Rothstein 2004). As a result, they are three times more likely to be chronically absent from school due to illness or injury (Bloom, Dey, and Freeman 2006). Specifically, children living in poverty suffer much higher rates of asthma, heart and kidney disease, epilepsy, digestive problems, as well as vision, dental, and hearing disorders (Case et al. 2002; Halfon and Newacheck 1993; Moonie et al. 2006). We will provide an additional two hours of health clerk time at each school in order to support families with student attendance and health concerns.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$226,977 LCFF Supplemental

At our Title I schools, there is a need for a bilingual psychologist to serve students in their primary language to best meet the needs of our students and community.	Title 1 Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$53,413 LCFF Supplemental

GOAL:	5. We will actively engage families and community members in supporting the implementation of CCSS instruction.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 X 8 Local: We want to increase the number of families involved in providing input at the school and district. We want to provide families with Common Core and early literacy information so they can better assist student success and be partners in their children's educational experience and success.
Identified Need:	At both the district and sites, we find that the involvement of parents at Back to School Nights, Parent/Teacher Conferences, and parent meetings is below average. For example, at the District HABLA, African American Koffee Klatch, and DELAC meetings, only 50% of the schools have consistent representation.	

Goal Applies to:	**Schools:**	All Schools
		Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	• Monitor the social services and mental health services provided to families to determine if students are meeting higher academic success on district assessments by 10%. • A 5th and 7th grade California Healthy Kids Parent Survey was conducted and the results will be available in the fall. • A Family Engagement Parent Survey conducted for 6 or more schools in The Family Engagement Impact Project grant.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Social workers are a critical liaisons between low-income families, Foster Youth and families of English learners. The profession of school social work began in the 20th century, fueled by immigration, life struggles, social conditions, and poverty which affected the development and expansion of educational opportunities for all children (Allen-Meares, 2006 & Agresta, 2004). Interventions provided through school social work services have shown improved student attendance, reduction of child abuse and neglect, improved graduation rates and early identification of a disability. These factors are directly related to increased student achievement.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless X Other (Families needing assistance based on request and site support staff referrals.)	$152,534 LCFF Supplemental $20,000 Title I
Explore increase of Mental Health Services at more sites to families in need.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$147,719 Mental Health IDEA $717,720 Mental Health Resource 6512
Provide Community Liasons at all sites to support access to school and district programs to all families. Community Liasons provide another important support to low income families, Foster Yourh and English Learners. They link students and families with services within the school, and across Santa Clara County such as housing, clothing, food shelters, and the many agencies available that families may not be aware of.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$268,755 LCFF Supplemental

Provide family/student activities at the schools (e.g. Back to School Nights, Open House, Parent/Teacher Conference, Science Fairs, and Festivals). Four schools including the two Title I schools are participating in the Family Engagement Impact Project grant and are implementing two evidence-based programs: Raising a Reader and The National Network of Partnership Schools.	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$36,618 LCFF Base
Provide family literacy, math, and technology trainings. Provide Parent Involvement Nights (topics will be based on LCAP input). Provide 4th to 6th grade GATE parents - information about the GATE program, role of the district, site and parents in supporting program. Provide family trainings through Family Engagement at six sites including the four sites, include two Title I sites. The Family Engagement Program Administrator position is funded to ensure that meaningful engagement of families in their children's learning transpires in order to support both school readiness in early learners and later academic success in school. As a means to supporting family engagement and children's learning, it is crucial that district and school programs implement strategies for developing partnerships with families (Henderson & Mapp, 2002). Furthermore, Family Engagement strategies should be appropriate for the diverse population these programs serve and reflect a commitment to outreach (Colombo, 2006; Crawford & Zygouris-Coe, 2006). In addition, in some cultures, multi-generational households are common, and extended family members and fictive kin have important roles in caring for and raising children (McAdoo, 2000; Valdez, 1999). Henderson and Mapp (2002) highlight the importance of family by recognizing that "all family members—siblings, grandparents, aunts, uncles, and fictive kin—who may be friends or neighbors, often contribute in significant ways to children's education and development." Epstein (2001) presents a comprehensive approach of engagement for family and	All Schools Grades: All	_ All -- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other	$100,000 Heising-Simons Grant $2,000 LCFF Base $101,284 LCFF Supplemental

professional partnerships. The model, known as the Action Team for Partnerships (ATP), identifies practices that schools can implement to facilitate family engagement for the purpose of improving student achievement. The model recognizes that diverse needs and expectations exist across families and educators and that what may work in the life of one child may not work for another. In these instances, the model calls for families and educators to work together, to develop goals, and to establish the best possible practices that are meaningful and appropriate for both parties. This model is being implemented in schools across the district with the support of this position.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide more digital communication systems to families (e.g. Blackboard Connect, Peachjar, district and site webpages, Infinite Campus parent portal, and School Loop at the intermediate schools).	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$56,500 LCFF Base

LCAP Year 2

Expected Annual Measurable Outcomes:	• Monitor the social services and mental health services provided to families to determine if students are meeting higher academic success on district assessments by an additional 5%. • A Family Engagement Parent Survey will be conducted for 10 schools increasing parent input by 100% • An annual Parent Survey will indicate that parents are highly satisfied with the academic and social learning environments at all schools.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

Social workers are a critical liaisons between low-income families, Foster Youth and families of English learners. The profession of school social work began in the 20th century, fueled by immigration, life struggles, social conditions, and poverty which affected the development and expansion of educational opportunities for all children (Allen-Meares, 2006 & Agresta, 2004). Interventions provided through school social work services have shown improved student attendance, reduction of child abuse and neglect, improved graduation rates and early identification of a disability. These factors are directly related to increased student achievement.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Families needing assistance based on request and site support staffs referrals.)	$152,534 LCFF Supplemental $20,000 Title I
Support the increase of Mental Health Services at more sites to families in need.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	$147,719 Mental Health IDEA $717,720 Mental Health Resource 6512
Provide Community Liasons at all sites to support access to school and district programs to all families. Community Liaisons provide another important support to low income families, Foster Yourh and English Learners. They link students and families with services within the school, and across Santa Clara County such as housing, clothing, food shelters, and the many agencies available that families may not be aware of.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	$268,755 LCFF Supplemental

Provide family/student activities at the schools (e.g. Back to School Nights, Open House, Parent/Teacher Conference, Science Fairs, and Festivals). Four schools including the two Title I schools are participating in the Family Engagement Impact Project grant and are implementing two evidence-based programs: Raising a Reader and The National Network of Partnership Schools (NNPS). In each subsequent year, an additional 3-6 schools will be invited to participate in trainings and implementation of NNPS Action Team for Participation (ATP) model until all the schools are involved.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$36,618 LCFF Base
Provide family literacy, math, and technology trainings. Provide Parent Involvement Nights (topics will be based on LCAP input). Provide 4th to 6th grade GATE parents - information about the GATE program, role of the district, site and parents in supporting program. Provide family trainings through Family Engagement at six sites including the four sites, include two Title I sites. The Family Engagement Program Administrator position is funded to ensure that meaningful engagement of families in their children's learning transpires in order to support both school readiness in early learners and later academic success in school. As a means to supporting family engagement and children's learning, it is crucial that district and school programs implement strategies for developing partnerships with families (Henderson & Mapp, 2002). Furthermore, Family Engagement strategies should be appropriate for the diverse population these programs serve and reflect a commitment to outreach (Colombo, 2006; Crawford & Zygouris-Coe, 2006). In addition, in some cultures, multi-generational households are common, and extended family members and fictive kin have important roles in caring for and raising children (McAdoo, 2000; Valdez, 1999). Henderson and Mapp (2002) highlight the importance of family by recognizing that "all family members—siblings, grandparents, aunts, uncles, and fictive kin—who may be friends or neighbors,	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other	$102,000 LCFF Base $101,284 LCFF Supplemental

often contribute in significant ways to children's education and development." Epstein (2001) presents a comprehensive approach of engagement for family and professional partnerships. The model, known as the Action Team for Partnerships (ATP), identifies practices that schools can implement to facilitate family engagement for the purpose of improving student achievement. The model recognizes that diverse needs and expectations exist across families and educators and that what may work in the life of one child may not work for another. In these instances, the model calls for families and educators to work together, to develop goals, and to establish the best possible practices that are meaningful and appropriate for both parties. This model is being implemented in schools across the district with the support of this position.			
Monitor the effectiveness of the digital communication systems to families (e.g. Blackboard Connect, Peachjar, district and site webpages, Infinite Campus parent portal, and School Loop at the intermediate schools).	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$56,500 LCFF Base

LCAP Year 3

Expected Annual Measurable Outcomes:	• Monitor the social services and mental health services provided to families to determine if students are meeting higher academic success on district assessments by an additial 5%. • A 5th and 7th grade California Healthy Kids Parent Survey are conducted in the spring, and the results will be available in the fall. • A Family Engagement Parent Survey will be conducted for 16 schools increasing parent input by an additional 75% • An annual Parent Survey will indicate that parents are highly satisfied with the academic and social learning environments at all schools. Evaluation of the parent activities and trainings will be included in the survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Social workers are a critical liaisons between low-income families, Foster Youth and families of English learners. The profession of school social work began in the 20th century, fueled by immigration, life struggles, social conditions, and poverty which affected the development and expansion of educational opportunities for all children (Allen-Meares, 2006 & Agresta, 2004). Interventions provided through school social work services have shown improved student attendance, reduction of child abuse and neglect, improved graduation rates and early identification of a disability. These factors are directly related to increased student achievement.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	$152,534 LCFF Supplemental $20,000 Title I
Expand the increase of Mental Health Services at more sites to families in need.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	$147,719 Mental Health IDEA $717,720 Mental Health Resource 6512
Provide Community Liasons at all sites to support access to school and district programs to all families. Community Liaisons provide another important support to low income families, Foster Yourh and English Learners. They link students and families with services within the school, and across Santa Clara County such as housing, clothing, food shelters, and the many agencies available that families may not be aware of.	All Schools Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	$268,755 LCFF Supplemental

Provide parent/student activities at the schools (e.g. Back to School Nights, Open House, Parent/Teacher Conferences, Science Fairs, and Festivals). In each subsequent year, an additional 3-6 schools will be invited to participate in trainings and implementation of NNPS Action Team for Participation (ATP) model until all the schools are involved.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$36,618 LCFF Base
Provide family literacy, math, and technology trainings. Provide Parent Involvement Nights (topics will be based on LCAP input). Provide 4th to 6th grade GATE parents - information about the GATE program, role of the district, site and parents in supporting program. Provide family trainings through Family Engagement at six sites including the four sites, include two Title I sites. The Family Engagement Program Administrator position is funded to ensure that meaningful engagement of families in their children's learning transpires in order to support both school readiness in early learners and later academic success in school. As a means to supporting family engagement and children's learning, it is crucial that district and school programs implement strategies for developing partnerships with families (Henderson & Mapp, 2002). Furthermore, Family Engagement strategies should be appropriate for the diverse population these programs serve and reflect a commitment to outreach (Colombo, 2006; Crawford & Zygouris-Coe, 2006). In addition, in some cultures, multi-generational households are common, and extended family members and fictive kin have important roles in caring for and raising children (McAdoo, 2000; Valdez, 1999). Henderson and Mapp (2002) highlight the importance of family by recognizing that "all family members—siblings, grandparents, aunts, uncles, and fictive kin—who may be friends or neighbors, often contribute in significant ways to children's education and development." Epstein (2001) presents a comprehensive approach of engagement for family and	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other	$102,000 LCFF Base $101,284 LCFF Supplemental

professional partnerships. The model, known as the Action Team for Partnerships (ATP), identifies practices that schools can implement to facilitate family engagement for the purpose of improving student achievement. The model recognizes that diverse needs and expectations exist across families and educators and that what may work in the life of one child may not work for another. In these instances, the model calls for families and educators to work together, to develop goals, and to establish the best possible practices that are meaningful and appropriate for both parties. This model is being implemented in schools across the district with the support of this position.			
Increase or decrease the number of digital communication systems to families, based on the previous year's effectiveness (e.g. Blackboard Connect, Peachjar, district and site webpages, Infinite Campus parent portal, and School Loop at the intermediate schools).	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$56,500 LCFF Base

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) 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?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	All students will be proficient in all subject areas.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:

Goal Applies to:	Schools:			
	All Schools			
	Grades: All			
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	We will • increase the CAASPP SBAC Level 3 results by 5% in ELA and Math for all students in grades 3-8. (Sub-group analysis is found in Goal 2.). • increase the number of 8th grade students graduating by 3%. • analyze staffing to ensure appropriately assigned teachers and credentials in subject areas. • complete the Williams Act audit in the fall to ensure sufficient access to instructional materials. • 100% of English Learners will access to common core and ELD standards. • Reduce the number of students in grades 7 & 8 needing support classes by 2% in order to ensure access and enrollment in all required areas of study.		Actual Annual Measurable Outcomes:	Baseline California Assessment of Student Performance and Progress (CAASPP) 2014-15 Data: 47% at or exceeding standard in ELA and 38% at or exceeding standard in Math.

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Hire and retain highly qualified staff.	$44,911.156 LCFF Basic	Monthly induction academy with targeted professional development and weekly coaching provided to all 1st and 2nd year general ed and ed specialist teachers.	$48,047,953 LCFF Base

Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Lower class size in grades TK-3.		.$ 473,064 LCFF Base	Class size in TK-3 is 26, grades 4-6 is 32, and 7-8 core classes is 35	$473,064 LCFF Base	
Scope of service:	All Schools Grades: TK, K, 1st, 2nd, 3rd		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

81 of 127

Purchase and implement a diagnostic assessment program for the Cycle of Inquiry.	$ 327,000 LCFF Base	iReady was purchased. First testing window ended 9/18. Initial training was on August AB day; 2 hour follow up for each site during September. January 19--training for 4 literacy coaches, February 1-Kinder teacher meeting, February 3--optional administrator/principal training. Children's Progress Academic Assessment (CPAA) by Northwest Evaluation Association (NWEA) in Spanish for K-2 bilingual and Two-Way Bilingual Immersion (TWBI) classes was purchased. Bilingual Coaches training on Jan 4. Bilingual and TWBI teachers and principals received training on Jan 7. Winter Testing window: Jan 4-15.	$363,102.26 LCFF Base
Scope of service: All Schools Grades: All		**Scope of service:** All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Implement the first year (Kinder) of our Two-Way Bilingual Immersion (TWBI) Program.	$ 184,278 LCFF Base	TWBI year 1 was implemented at Anderson. There are two kindergarten classes.	$207,108.00 LCFF Base
Scope of service: All Schools Grades: K		**Scope of service:** Anderson School Grades: K	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Purchase and provide curriculum Materials (e.g. Engage NY, CPM).	$ 697,416 LCFF Base & Lottery	For math, EngageNY workbooks were printed for each student. In 17 of our 6th grade classes, College Preparatory Mathematics (CPM) is being piloted. The intermediate math teachers are using CPM. The 8th grade Compacted class is using CPM and Utah Math. Purchased Math 180 for use in 7 of our intermediate special ed classes. ELA Expeditionary Learning workbooks were printed and provided for all students in grades 3-8. Core Knowledge Language Arts student workbooks, student readers, big books, teacher guides, and assessment guides were printed for grades K-2. Hand Writing Without Tears was provided for our Transitional Kindergarten (TK) students as well as Kathy Richardson Math for teachers.	$786,451 Lottery Funds
Scope of service:	All Schools Grades: All	**Scope of service:**	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

Research and pilot new curriculum options for the Next Generation Science Standards (NGSS).	$0	We began to explore the Next Generation Science Standards (NGSS) with staff in grades 7-8. Some teachers piloted StemScopes Science. We continue to monitor whether the high schools will go with the traditional or intergrated approach to science. Bird Brain Science	$27,184 LCFF Base
Scope of service: All Schools Grades: All		**Scope of service:** All Schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Pilot College Preparatory Mathematics (CPM) in several 6th grade classes.	$ 25,000 Lottery	Seventeen 6th grade classes are piloting CPM during 2015-16. See training datesthe Professional Development Actions	$52,141.27 Lottery
Scope of service: All Schools Grades: All		**Scope of service:** All Elementary Schools Grades: 6th	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

Provide additional Instructional Coaches on CCSS implementation.	$ 338,310 Supplemental	Hired two Math Coaches, one ELA Coach, and one Special Education Coach. The coaches provide staff trainings and classroom modeling on implementing Common Core curriculum and strategies. As of December 18, the coaches have been modeling lessons in classrooms/provided coaching over 300 times. They have provided PD to staff or groups of teachers over 30 times. The ELA coach, two math coaches, Special Ed Coach, and Sobrato Early Academic Language (SEAL) coach created a website with materials, resources, and videos that are available for the entire district. The three intermediate schools also have a full time Instructional coach to support specific site needs in Common Core implementation.	$368,237 LCFF Supplemental
Scope of service:	All Schools Grades: All	**Scope of service:**	All Schools Grades: All
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Instructional Strategies like Sobrato Early Language Development and Project Based Learning (PBL).	$ 35,000 LCFF Base	For SEAL implementation, see Goal 2. All new teachers in grades 4-6 and Davis core teachers received PBL training on June 15-17 or October 12-16. ELA Coach worked with teachers throughout the year on Project Based Learning (PBL) Units and integrating Engage New York into PBL Units. The Title 1 staff worked with a trainer from the Buck Institute during Tuesday professional development days.	$ 35,000 LCFF Base

Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Professional Development (release time and consultants) and coaching on a specific subject (e.g. math, science, history)	$ 195,830 LCFF Base		YouCubed Administrator Training: 10/21/15, 12/9/15, 1/20/16, 3/16/16, 4/20/16; Youcubed Intermediate Math Walks: 10/21/15, 3/16/16, 4/20/16; District Math Team meetings with Youcubed consultants: 11/19/15, 12/3/15, 2/11/16, 3/24/16, 5/26/16	$208,271 LCFF Base	
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide students experiences in art, music, other electives		$ 361,727 LCFF Base	Community School of Music and Arts (CSMA) provides art lessons for 2nd and 3rd grade students at Del Roble, Anderson, Ledesma, Edenvale and Baldwin. Music for Minors provides music instruction at the Title 1 schools and Oak Ridge and Ledesma for TK, - 2nd grades. The Visual and Performing Arts program provides vocal music for 3rd grade, recorder and vocal music for 4th grade, vocal and art to 5th grade and art to 6th grade students.		$337,684 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide students physical fitness and healthy choices		$ 1,006,185 LCFF Base & ASES	Students recieve a minimum of 200 minutes of physical education every 10 days. All students in gradse 7-8 receive physical education daily. Child Nutrition Services provides healthy choices on the breakfast and lunch menu.		$937,501 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Provide students experiences in art, music, other electives	$ 488,626 LCFF Base $ 70,336 Supplemental	STEM programs are AdVenture and Christopher STEM Leadership; Two-way Bilingual Immersion began with two kindergarten classes; Indigo continues to be a Choice program for students in TK-8th grades. Christopher, Edenvale, and Stipe offer a Spanish Bilingual program in grades K-3rd grades. Stipe also offers TK Spanish Bilingual. Long Term Independent Study is offered as a choice for parents with 2 options: traditional paper/pencil or online curriculum.	$521,670 LCFF Base $140,083 Supplemental

Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide Professional Development (release time and consultants) for Staff on CCSS and ELD implementation	$ 440,353 LCFF Base & Title II	CPM summer trainings: July 29-31. CPM follow-up trainings for Course 1, 2, 3. Training dates for Course 1: 9/18/15, 11/18/15, 1/25/16, 2/25/16 Course 2 and 3: 8/27/15, 9/15/15, 1/22/16, 1/27/16 , 2/23/16. Crash course Read 180 training on 8/20/15; Full Read 180 training for new teachers provided on September 10 and 11. System 44 training for new teachers provided on 8/21/15. Science, Technology, Engineering, Art, and Math (STEAM) training for K-3 on 11/3/15, 2 hours. Utah Math training for the 8th grade Compacted classes: 9/30/15. 3-day PLC Trainings through New Teacher Center provided to over 30 Oak Grove teachers from June 2015-January 2016. EngageNY (ENY) Math Training for teachers new to ENY held on 7/27/15-7/28/15. EngageNY Math Training for the advanced user held on 7/31/15. Upcoming math trainings: March 3, March 10, April 21, April 28 Expeditionary Learning PD for teachers grades 3-8: July 29-30, 2015 Core Knowledge Language Arts PD for teachers grades K-2: August 3-4, 2015. All new to Oak Grove and new to 5th grade teacher training in comprehensive sexual health education and HIV prevention curriculum: March 3, 2016 All new to Oak Grove and new to 7th grade teacher training in comprehensive sexual health education and HIV prevention curriculum: February 2, 2016 English Language Arts (ELA)/English Language Development (ELD) Framework PD provided to Induction Teachers: Nov. 30 & Dec. 7th, 2016	$447,364 LCFF Base & $267,332 Title II
Scope of service:	All Schools Grades: All		**Scope of service:**	All Schools Grades: All	

X All		X All
---		---
_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

| **What changes in actions, servivces, and expenditures** | We are focusing on CCSS implementation regarding rigor, relevance, and student engagement. Administrators are bringing these rubrics to their school's leadership teams and are having quality conversations around what makes a rigorous and relevant Common Core lesson in every class.

We have hired coaches to support teachers in the planning and implementation of Common Core:

--2 math coaches and 1 ELA/PBL coach. These coaches model lessons, assist with planning, and provide cognitive coaching. They also provide staff development on Tuesdays and provide after school professional development around specific math and ELA needs. It would be helpful to have more coaches that could focus on specific schools rather than spreading our coaches among 20 schools. It is also anticipated that there will be a need for an NGSS coach.

Math coaches have modeled number talks in every classroom and have added many resources to the new Oak Grove Teacher Resource page that all teachers can access from their google account.

Our ELA coach has gathered many resources related to Project Based Learning and Expeditionary Learning for the Oak Grove Teacher Resource Page.

Based on results from a Teacher PD Survey, a Foundational Skills PD, Expeditionary Learning PD, PBL Workshops, and Writer's Workshop PD will be provided beginning this year and continuing into 2016-17.

A committee of teacher and coach representatives from Oak Grove's three learning communities has been assembled to work collaboratively on the implementation plans for NGSS.

The Oak Grove New Teacher Induction Program has begun determining the changes required to further develop the coaching skills of our support providers as well as to meet the specific needs for teachers to develop and master their teaching practices in order to ensure all students have access to rigorous, relevant instruction.

Work on redefining the induction program to meet the new state program standards has begun, The revised induction program will focus on creating relevant experiences and opportunities for teachers to grow and improve their teaching practices, resulting in increased student achievement. A timeline for implementation of the new program will be submitted to the state in June with implementation beginning in 2016-17.

All ELTP and literacy coaches will be trained in Cognitive Coaching beginning in September 2016, providing them with the skills to develop and produce self-directed, reflective teachers with the cognitive ability for excellence in meeting the diverse needs of all students. |
|---|---|

Original Goal from prior year LCAP:	We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities (SWD).	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:

Goal Applies to:	Schools:			
	All Schools			
	Grades: All			
	Applicable Pupil Subgroups:		Hispanic or Latino, Low Income Pupils, Redesignated fluent English proficient, English Learners, Black or African American, Students with Disabilities	
Expected Annual Measurable Outcomes:	• Meet all State targets for English proficiency as measured by the CELDT including AMAO 1, AMAO 2 for < 5 years, AMAO for > 5 years, and AMAO 3. • Establish baseline data for District assessments and CAASP / SBAC for the disaggregated subgroups (English Learners, low socio-economic, Foster Youth, ethnicity, and students with disabilities (SWD) for the district and by each site to measure accelerated growth and academic proficiency in the coming years. • Increase the percentage of students in the least restrictive environment (LRE) as determined by State criteria. • 100% of all ELs will access core and ELD standards and implementation of content and performance standards for all students as evident through daily classroom walk throughs by principals • Increase EL reclassification rate by 5%		Actual Annual Measurable Outcomes:	2014-15 California Assessment of Student Performance and Progress (CAASPP) English/Language Arts (ELA) baseline sub-group information (at or exceeding standard): African American 37%, Hispanic 31%, Special Education 12%, English Learners 14%, Socio-Economic Disadvantaged 30%; 2014-15 CAASPP Math baseline sub-group information (at or exceeding standard): African American 25%, Hispanic 21%, Special Education 9%, English Learners 11%, Socio-Economic Disadvantaged 22%. 2014-15 California English Language Development Test (CELDT) Annual Measurement Achievement Objectives (AMAO1) 60.2% (target 60.5% did not meet); AMAO 2 <5 years 29.2% (Met target 24.2%); AMAO 2 >5 years 52.9% (Met target 50.9%); AMAO 3 met target for CAASPP participation and attendance.

LCAP Year: 2015-16				
Planned Actions/Services			**Actual Actions/Services**	
	Budgeted Expenditures			**Estimated Actual Annual Expenditures**
2.01 Provide the comprehensive 2 year professional development model, Sobrato Early Academic Language (SEAL), and provide coaching from the English Learner Teacher Partners (ELTPs) to implement the SEAL model. • 4 sites will continue the 3rd year of coaching support for TK-1st, grades 2-3 will complete year 2 of professional development (PD). • 8 sites will complete year 2 of PD with grades TK-1st and 2nd-3rd grades will complete year 1 of PD. • Explore 2 sites will begin year 1 of PD with TK-1st grade. • There are a total of 12-14 sites providing PD at various levels and different grade levels.	$ 2,563,312 Supplemental		14 schools participated in Sobrato Early Academic Language (SEAL) PD. 21 TK-1st teachers are in year 3 of SEAL at 4 sites receiving coaching and planning from the ELTPs (1 at each site) and 5 days of grade level unit development. 131 TK-3rd teachers are in year 1 or 2 of SEAL PD at the 14 sites. 14 English Language Teacher Partners (ELTPs) (1 at each site) provide coaching, grade level planning, materials support and facilitation of grade level unit development planning. Cohort 1: 21 TK-1st teachers in year 3 at 4 sites. Cohort 1.2: 22 2nd-3rd teachers are in year 2 at 4 sites. Cohort 2 and 3: 47 TK-1st teachers in year 2 at 8 sites. Cohort 2.2 and 3.2: 41 2nd-3rd grade teachers in year 1 at 8 sites. Cohort 4: 21 TK-1st in year 1 at 2 new sites. SEAL PD for District Personnel: Oct 8; SEAL Principal PD: Nov 18, Jan 26; SEAL Coaches' PD: Aug 14, Aug 24, Oct 16, Oct 26, Jan 25, Mar 21;SEAL Parent/School PD for school teams (principals, coaches, liaisons) Feb 8 or Mar 7. The ELTPs participate in professional development and collaboration for SEAL, coaching and English Language Arts (ELA)/English Language Development (ELD) every Friday afternoon for 3 hours. They will participate in a Coaching PLC in the Spring.	$2,734,262 Supplemental
Scope of service:	Anderson, Baldwin, Christopher, Del Roble, Edenvale, Frost, Glider, Hayes, Ledemsa, Miner, Parkview, Sakamoto, Santa Teresa, Stipe, Taylor Grades: TK, K, 1st, 2nd, 3rd		Scope of service:	Anderson, Baldwin, Christopher, Del Roble, Edenvale, Frost, Glider, Hayes, Ledesma, Miner, Parkview, Sakamoto, Santa Teresa, Stipe, Taylor Grades: TK, K, 1st, 2nd, 3rd

_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Provide professional development on designated / integrated English language development (ELD) along with the ELA / ELD Framework.	$ 73,711 Supplemental	ELA/ELD Framework full-day PD provided to 26 ELTPs, Literacy Coaches, intermediate ELD teachers and ELA/Math/Special Ed Coaches on Sept 29, Oct 5 and Oct 9. ELA/ELD framework PD provided to new teachers: Nov. 30 & Dec. 7. ELTPs and coaches provide ELA/ELD Framework PD to the site teachers: Oct-1 site; Nov-1 site; Jan-1 site; Feb-7 sites; Mar-5 sites; Apr-6 sites; May-9 sites	$00.00
Scope of service:	All Schools Grades: All	Scope of service:	All Schools Grades: All	
_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

Identify and implement a universal access tool to identify the students and the tiered levels of intervention needed.	$ 90,000 Supplemental	Positive Behavior Intervention and Supports (PBIS) coach created universal tool rolled out to district office managers in December of 2015. Roll out to School English Learners Advisory Council (SELAC) to occur in the Spring. PBIS training provided to new teachers, Aug. 10, 2015.	$40,000 Supplemental

Scope of service:	All Schools Grades: 4th, 5th, 6th, 7th, 8th		Scope of service:	All Schools Grades: All	
_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _Other		

Provide differentiated learning/Response to Intervention professional development to principals, site leadership teams and support staff.	$ 192,646 Supplemental	Lou Denti's Collaborative Response to Intervention (RtI) model PD was rendered in the Fall of 2015 to two intermediate schools that included the principals, site teams and support staff.	$192,646 Supplemental

Scope of service:	All Schools Grades: All		Scope of service:	Intermediate Schools Grades: 7th, 8th	
_ All -- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

Purchase intervention programs (e.g. READ and Math 180, System 44, I-Ready, Dreambox, Rosetta Stone etc.) to be used as an in-class, and / or before/after school intervention; intensive interventions, and provide staff to support ELs as needed (e.g. .ELD IAs).	$ 120,000 Supplemental $ 100,000 Title I	Every student in Oak Grove has an iReady account. 148 intermediate students have access to Math 180; 87 Special Educaiton (SPED)/English Learner (EL) elementary students are in R180, 123 SPED/EL intermediate students are in R180, and 293 elementary and intermediate students are enrolled in System 44. Thirteen elementary schools purchased and provide all their students access to Dreambox Math online intervention program. 100 3rd-8th grade students have access to Rosetta Stone.	$92,548 Title I $28,131 Supplemental
Scope of service: All Schools Grades: All		Scope of service: All Schools Grades: All	
_ All -- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other	
Provide professional development on culturally responsive teaching, engagement, rigor and relevance through principal / district leadership development.	$ 240,000 Supplemental	International Center for Leadership in Education (ICLE) principal/ESD trainings: June 15, August 4-5, November 18, December 16, January 27, February 10, March 9, April 13, May 11, June 13. ICLE completed the site visit needs assessments from August to October 2015. Results of the needs assessment were shared with school staffs by January 27. The assessment focused on rigor, relevance, and engagement during Common Core Instruction.	$161,660 Educator Enhancement On-time Funds
Scope of service: All Schools Grades: All		Scope of service: All Schools Grades: All	

_ All --- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _Other
What changes in actions, servivces, and expenditures	SEAL:Due to the high implementation of Sobrato Early Academic Language (SEAL) at 14 schools and the increase in AMAO 1 and 2, we will continue with the SEAL professional development, grade level collaboration facilitated by ELTPs and coaching by the ELTPs. ELA/ELD Framework:The ELTPs were able to facilitate 3 hours of professional development on the ELA/ELD Framework at each site. This was an overview / awareness of the ELA/ELD Framework. Next year we need to provide more professional development around the implementation of the ELD standards, framework, integrated and designated ELD and the development of lessons. Universal Access, Differentiation and RTI: We were not able to address the actions of universal access, differentiation and RTI systemically. We will develop a plan of action to provide the principals' professional development regarding universal access, differentiation and RTI. We will focus on the philosophy and the organizational development for implementation.	

Original Goal from prior year LCAP:	Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.	Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local:

Goal Applies to:	Schools:	All Schools		
		Grades: All		
	Applicable Pupil Subgroups:		All	
Expected Annual Measurable Outcomes:	50% of the students will use technology daily as an instructional tool to master the 21st Century skills. 100% of ELs will use technology to access common core and ELD standards 95% of all students will participate in Smarter Balanced Testing on the Chromebooks and laptops. School attendance rate will be 95% at all schools. 75% of students will access core subject areas using 21st Century Skills of collaboration, communication, critical thinking and creativity.		Actual Annual Measurable Outcomes:	Completed the ByteBright Clarity Survey between November 30-December 16. The survey indicates that Oak Grove is above in the Technology and Learning areas overall. The Oak Grove School District (OGSD) score is 1,064. In the area of access the score is at the advanced level; in the areas of teacher and student skills we are at the advanced level, primarily in foundational skills. In the area of environment we are at the proficient level. In the area of classroom implementation we are at the emerging level. The data indicates that there is access and use of technology, but we need to continue providing professional development on how teachers and students use technology within the four Cs (Communicaiton, Collaboration, Critical Thinking, Creativity) within the Common Core State Standards (CCSS). The "Teacher Frequency of Computer Use in the Classroom" results: Almost Daily 58%, Weekly 30%, Monthly 5%, Every Few Months 2%, Never 5%.

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Purchase more Chromebooks/lap tops to move toward 1:1 ratio. This year each school will have enough for 2 to 1	$ 127,820 LCFF Base $ 990,000 Measure P	Two-to-One Chromebooks were deployed in August. Grades K-1 receive Chromebook Touch. 950 Chromebook Touch for TK-K - 1350 Standard Chromebooks Grades 1 - 8 - This brought the total number of devices the IT deployed to 5,500 Chromebooks which gives us a ratio of 1 Chromebook for every 2 students. - This also brings the total number of carts deployed to 60 to keep the Chromebooks secure and charged. Headphones were also provided. PreSchool General Ed and Special Education receive 2-to-1 iPads in October. Provide each intermediate school with a cart of PD for Globalaria. Purchased and deployed 19 new Library PCs.	$1,005,674 Measure P $140,637 LCFF Base
Scope of service: All Schools Grades: All		**Scope of service:** All Schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

Provide Professional Development for all staff and parents on using technology to enhance CCSS instruction (e.g. The EdTech Conference, Tuesday/Wednesday staff meetings, Parent Nights).	$ 10,000 LCFF Base	On Feburary 1, all certificated staff participated in the Oak Grove EdTech Conference. Eduardo Briceno was the Keynote Speaker who focused on a Growth Mindset. Staff then selected to sessions to attend. Topics included Google Apps for Education, Google Classroom, and different online resources such as Powtons, Raz Kids, EdCanon, Go Formative Assessment, SBAC Interim Assessments, SBAC Digital Library, Google Chrome, Plickers, Tellagami, StemScope Science, Class Dojo, EDPuzzle, WeVideo, and Educreations. Teachers had the opportunity to participate in Bull Dog Techs' educational training on a Friday and Saturday.	$12,433 LCFF Base and Title II
Scope of service: All Schools Grades: All		**Scope of service:** All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

Purchase and change classroom environments (e.g. with furniture, short-throw projectors, other wireless solutions).	$100,000 Measure P & LCFF Base	September: we explored PrintLogic as a print server solution. October: increased speed to 10 gig Procure Firewall as a Service from Santa Clara County Office of Education (SCCOE). Increased internet connection in all classrooms: Increased the Wi-Fi footprint in Elementary Schools by deploying 120 new Access Points (APs). - This brought the total number of APs deployed to 696 Access Points (APs) that provides access to over 12,000 devices daily. - Trade-up iBoss webfilter to one that supports 10Gbps.	$62,671 LCFF Base $2,559,734 Measure P
Scope of service: All Schools Grades: All		**Scope of service:** All Schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Purchase teacher devices (e.g. laptops, IPads, Chromecast, Apple TV, with a focus on appropriate devices for special day classes).	$ 75,000 Measure P	Administrator laptop deployed in September-November. We purchased new toggles for each administrator. We completed a teacher survey in November. Dell presentation to Tech Mentors on December 11. In the spring, we replaced all certifcated staff laptops (544 devices). All library computers will also updated with new work stations.	$ 75,000 Measure P
Scope of service: All Schools Grades: All		**Scope of service:** All Schools Grades: All	

X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Provide coaching in the classroom teaching CCSS with integrated technology targeting English Learners (e.g. PBL, Google Apps, civic responsibility, and increased focus on English learners and grades TK – 1 applications).	$ 341,241 Supplemental	August/September: 91 classroom modeled lessons with students/teacher. October trainings: 18 classrooms; November-December 119 classrooms; January 21 classrooms, 10 staff trainings; February 10 classrooms, 3 staff trainings; March 12 classrooms, April - June were fewer classroom presentation because we worked with all certificated staff on their new laptops during the deployment. We worked with each teacher in Oak Grove on the new Windows 10 application on their new laptops.	$353,444 Supplemental
Scope of service:	All School Grades: All	Scope of service:	All Schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

Provide Professional Development on Google Apps (e.g. Google Docs, Google Forms, Google Presentation, Google Calendar, and Google Maps).	$ 5,000 LCFF Base	Google Apps for Education PD provided to new teachers, August 7, 2015. February 1 was the EdTech Conference 2.0 which provided Google training and other technology trainings to all certificated staff in Oak Grove. August/September: 78 modeled lessons on Google Apps; October 10 modeled lessons. 9 TK teachers received PD on Google docs from Ed Tech team. We purchase Google Synergyse which assists all Google users with online tutorials.	$8,858 LCFF Base
Scope of service: All Schools Grades: All		Scope of service: All Schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Hire and retain highly qualified IT, EdTech and Help Desk support personnel, and ensure bandwidth and internet access is working properly.	$ 1,705,892 LCFF Base	IT – four staff; Help Desk – two staff; EdTech – three staff.	$1,757,746 LCFF Base
Scope of service: All Schools Grades: All		Scope of service: All Schools Grades: All	

X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Provide online resources for students and teachers (e.g. Dreambox, I-ready, Raz Kids, Khan Academy, LitKids, Typing Clubs, etc.)	$ 221,000 LCFF Base	August 31-September 18 i-Ready Diagnostic given in grades K-8. We are now using Clever for single sign on for i-Ready, Dreambox, typing programs, Khan Academy. In August, Birdbrain was purchased for grades K-8. i-Ready Diagnostic Window 2 was December 7-January 8. Window 3 was May16-31. Umra is used to create staff and student Google accounts in the active directory.	iReady, Dreambox, and BirdBrain Science costs are found in Goal 1 and 2. $17,017 LCFF Base for UMRA
Scope of service:	All Schools Grades: All	Scope of service:	All Schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Provide trained site Tech Mentor positions to support technology problem solving and professional development for staff).	$ 38,000 LCFF Base	There are 30 site Tech Mentors. Tech Mentors meetings: October 9, February 6, May 6	$15,000 LCFF Base

Scope of service:	All Schools		Scope of service:	All Schools	
	Grades: All			Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Visit other New Tech programs or schools to determine if this is an approach for Oak Grove.		$0	IT and EdTech staff attended Learning Council training on September 30, EdSurge on October 24, California Educational Technology Professionals Association (CETPA) conference in December 1-4. Principals and ESD staff attended the Education Exchange March 17-18 at New Tech High School. Both of these conference provided information about new technologies and the best instructional practices that support Common Core implementation for all students.		$10,409 LCFF Base and TItle II
Scope of service:	All Schools		Scope of service:	All Schools	
	Grades: All			Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, servivces, and expenditures	We have determined that based on the LCFF budget priorities we will achieve the goal of one-to-one Chromebooks over several years. In 2016-17, we will deploy one-to-one Chromebooks in grades 6, 7, and 8. This will provide more time to ensure the primary grades are using technology as a CCSS instructional tool rather than a "game center" in the classrooms. We have increased the number of classrooms using technology daily, however, there are still 5% of teachers that report they never use computers. There is a need to continue to focus coaching and professional development on TK-1st grades. We are developing an explicit CCSS Technology Skills Scope and Sequence that will be provided to all teachers in 2016-17. There is an expectation that with CCSS Technology Standards all classrooms with use technology. We also want to develop a leveled professional development plan. (For example, the Google Apps for Education three tiered system or the Krauss Center badges.)

Original Goal from prior year LCAP:	School and classroom environments support learning, creativity, safety and engagement.	Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 X 6 _7 _8 Local:

Goal Applies to:	Schools:			
	All Schools			
	Grades: All			
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	• Receive facility rating for Excellent Condition at all sites. • There will be an increase of students at standard by 5% on SBAC (Goal 1). • On the CHKS, 50% students will state on the learning environments are safe. • Decrease the number of chronic student absenteeism by 2% • Decrease the suspension and expulsion rate at all schools by 3%.		Actual Annual Measurable Outcomes:	As of January 2016, one expulsion has taken place and 207 supensions. In January 2015, 3 expulsions and 189 suspensions were recorded. All schools received ratings of good to excellent ratings on the WIlliam audit.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Ensure all facilities and sites are safe and provide positive learning environments.	$ 9,319,416 LC FF Base $ 33,595 Suppl emental	Positive Behavior Intervention and Supports (PBIS) Coach Sarah Woodrow completed a Schoolwide Evaluation Tool (SET) in all schools during October and November. The Oak Grove PBIS Tier 1 implementation is 88%. The highest was 97% implementation and the lowest was 70% implementation. Based on the SET results, the schools' PBIS/Leadership Team established actions to increase the positive learning environments. All special education staff and principals are trained in Therapuetic Crisis Intervention (TCI) to both prevent and respond to crisis situations using de-escalation techniques and strategies to keep students and staff safe.	$9,707,630 LCFF Base

Scope of service:	All Schools			Scope of service:	All Schools	
	Grades: All				Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other				X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide student safety on the bus.		$ 1,110,504 LCFF Base $ 2,438,315 Title I & SpEd		The transportation department reported that students are safe on the bus and there were not accidents involving students.		$1,247,313 LCFF Base $2,647,482 Supplemental
Scope of service:	All Schools			Scope of service:	All Schools	
	Grades: All				Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other				X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Implement (PBIS) Positive Behavioral Interventions and Supports, three tiers approach.		$ 816,551 LCFF Base	Full time PBIS Coach provided all new teachers and Visual and Performing Arts (VPA) teachers training on August 10, 2015. While worked with site Leadership Teams, the PBIS Coach completed Schoolwide PBIS Evaluation using a specific tool in October and November at all schools. Based on evaluation results, the coach and site Leadership Teams identified next steps to ensure PBIS is being fully implemented at all three tiers. She also coached individual teachers needing support with classroom management.		$828,884 LCFF Base
Scope of service:	All Schools		**Scope of service:**	All Schools	
	Grades: All			Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide Mental Health Services to Students and Families.	$ 816,551 LCFF Base	District participates in School Linked Services Initiative which links students and families to some site based and community based mental health services, food programs, heath and housing resources. School Linked Services Program Specialists presented on August 24th to Community Liaisions regarding mental health services available. On October 19th, Youth Space presented to school counselors on how to support Lesbian, Gay, Bisexual, Transgender, and Queer (LGTBQ) students. District Mental Health Plan provides coordination of school and community based supports. School Psychologists provide on site individual and group counseling. Social Work Intern program provides counseling on 7 sites. Title 1 Schools have a Prevention and Early Intervention (PEI) program through Alum Rock Counseling Center which provides individual and family supports and counseling and Evidence Based Practices (EBPs) parent education programs. District has community-based partnerships with Rebekah Children's Services and Community Solutions for on site supports for Medi-cal eligibly youth.	$184,841 LCFF Base
Scope of service:	All Schools Grades: All	**Scope of service:**	All Schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

Implement Therapeutic Crisis Intervention (TCI).		$ 2,000 LCFF Base	194 staff are currently certified with a total of 12 two to four day trainings and 6 one day refreshers per year. TCI team provides 2 hour workshops for general education staff.		$829.50 LCFF Base
Scope of service:	All Schools Grades: All		**Scope of service:**	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide counselors at the intermediate schools.		$ 287,713 LCFF Base	Each intermediate school has two full-time academic counselors. A district mental health counselor supports all schools with a specific focus on the middle schools.		$1,084,000.54 LCFF Base
Scope of service:	Intermediate Schools Grades: 7th, 8th		**Scope of service:**	Intermediate Schools Grades: 7th, 8th	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Establish an alternative program for suspending students.	$0		We have not determined if an alternative program is a future action.	$00.00
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
What changes in actions, servivces, and expenditures	Since we have been experiencing lower attendance, attendance will continue to be a focus and we will focus on promoting positive incentives as well as assuring fidelity to the SARB process at individual sites. Within this goal we will incorporate a specific action around site based attendance. We will continue to focus on PBIS specifically Tier 3 supports through the guidance of our PBIS coach. Our middle school counselors will continue to support our students. Considering the many challenges in creating alternative programs for suspensions, it would be beneficial to postpone that service.			

Original Goal from prior year LCAP:	We will actively engage parents and community members in supporting the implementation of CCSS instruction.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools: All Schools Grades: All		
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	• Monitor the social services and mental health services provided to families to determine if students are meeting higher academic success on district assessments by 5%. • An annual Parent Survey will indicate that parents are highly satisfied with the academic and social learning environments at all schools. Evaluation of the parent activities and trainings will be included in the survey. • There will be an increase in intermediate school students average GPAs by 5%.	Actual Annual Measurable Outcomes:	School Linked Services (SLS) initiative has collaborated with district's IT department to track students referred (coded by number) to track growth of students referred for Mental Health services through SLS and Prevention and Early Intervention (PEI).

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Provide Social Services supports to families in need.	$ 204,539 Supplemental	SLS Program Specialist and Mental Health Coordinator provide linkage to Department of Family and Children Services and Child Protective Services as needed. All staff have been trained in Child Abuse Reporting.	$215,557 Supplemental
Scope of service:	All Schools Grades: All	**Scope of service:** All Schools Grades: All	

113 of 127

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other		_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _Other	
Provide Mental Health Services to families in need.	$ 145,963 Supplemental $ 132,556 Mental Health Grant	District Mental Health Plan includes on site and referral based Mental Health services. School psychologists are scheduled to provide individual and group counseling on all sites and coordinate agency referrals as needed. Title 1 sites have a Prevention and Early Intervention Program (PEI) coordinated by District SLS Program Specialist / School Psychologists including individual and family supports and counseling, and Evidence Based Practices (EBPs) for parenting classes. At non-Title 1 sites, Medi-Cal eligible students are linked to community based organizations (Alum Rock services which can be provided on site or in the community). Mental Health Plan includes coordination with PBIS and TCI as part of a 3- tiered approach.	$146,303 Mental Health $133,327 Supplemental

Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _Other		

Hire and retain Community Liaisons to facilitate parent engagement in district/site meetings, school attendance, and awareness in CCSS and academic student success.	$ 210,437 Supplemental	There are six Community Liaisons (one African American, one Vietnamese, and four Hispanic) who work with families needing additional support. They interpret and translate during Student Success Team meetings (SSTs), Individualized Education Programs (IEPs), parent/school meetings or conferences. They assist families with housing, clothing, food, medical services, etc. They contact families whose students have several absences to see if the student is in need of assistance. Through supporting the entire family during special circumstances, students are able to focus more on their academics.	$222,492 Supplemental
Scope of service: All Schools Grades: All		**Scope of service:** All Schools Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _Other	

Provide parent/student activities at the schools (e.g. Back to School Nights, Open House, Parent/Teacher Conferences, Science Fairs, and Festivals)	$ 6,316 LCFF Base	Schools' Back to School Nights occurred during the month of September. Elementary Parent/Teacher conferences were September 28-October 9. These first conferences focused on Common Core State Standards (CCSS) Goal Setting. During January 19-January 29, a second Elementary Parent/Teacher Conference was scheduled. Teachers provide parents with standards-based report cards. District provides parent information sessions to incoming TK parents about the TK program and registration. Cultural Arts Expo held annually, showcasing the Visual and Performing Arts programs in the district. Staff provides parent information meetings and presentations for parents interested in choice programs.	$6,316 LCFF Base
Scope of service: All Schools Grades: All		**Scope of service:** All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

Provide parents early literacy, math and technology trainings.		$ 5,000 Supplemental	October 29 Parent Information Night (PIN) was Dr. Jo Boaler on How Parents can Help their Children Love Math through a Growth Mindset. (Over 250 parents attended). October 27 Gifted and Talented Education (GATE) Parent Night, overview of GATE program and resources for parents to support GATE at sites, 100 parents attended. March 1 and March 17, 2016: Parent Preview Nights for Comprehensive Sexual Health Education and HIV/STD Prevention materials. Family Engagement grant provides various parent workshops in selected topics at Title I schools during fall, winter and spring of each school year.Parents participate in and are invited to co-chair the Action Team for Partnerships (ATPs) at 6 sites where the National Network of Partnership Schools' model is being implemented. Parents' feedback and input is gathered during the development of the site's Action Plan that is designed to improve student achievement. Parents of TK and Kindergarten students at these same six sites attend Raising a Reader (RAR) Literacy workshops to learn reading tips and/or strateges and to strengthen the home-to-school connection. Staff collaborates and coordinates to provide RAR workshops for parents on the same days as the SEAL gallery walks. There is a 1-day SEAL Parent/School Partnership for site teams on Feb 8 or Mar 7. Six site teams will attend. The SEAL coaches provide parent strategy workshops at the sites 3-4 times per year. After the workshops the parents visit their children's classrooms to practice the strategy. The SEAL classrooms invite parents after each unit (5-6 units/year) for the parent gallery walk where the students are the docents and share their thematic activities and learning.		$5,000 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Provide Parent Involvement Nights (such as CCSS, Next Generation Science, Family Life Education, A-G high school requirements, GATE, bully proofing, and how to help children become successful in school and parenting).	$ 5,000 LCFF Base	October 29, February 9, April 5 Parent Involvement Nights focused on CCSS math; January 26 is the Educational Faire, March 22 is the Superintendent's Forum.	$5,000 LCFF Base
Scope of service: All Schools Grades: All		**Scope of service:** All Schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Provide more digital communication systems to parents (e.g. Blackboard Connect, Peachjar, district and site webpages, and School Loop at the intermediate schools).	$ 116,596 LCFF Base	Parents will be provided information through district webpages and other means of digital communication.	$60,092 LCFF Base

Scope of service:	All Schools Grades: All		Scope of service:	Parent Link Mobile App and Peachjar was implemented in August. Principals were trained on their use in September. District and site webpages were updated weekly. Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, servivces, and expenditures	Changes in actions: Over the past 3 years, six schools have been involved in a Family Engagement Impact Project grant focusing on two nationally-known evidence-based practices: Raising a Reader and the National Network of Partnership Schools (NNPS). The NNPS model consists of a framework, tools, and strategies to improve schools, strengthen families, and increase student success. Dr. Joyce Epstein of Johns Hopkins University established the network in 1996 to assist schools and districts in developing strong programs of school, family, and community partnerships. Based on more than three decades of research, it is widely recognized that it is possible for all elementary and intermediate schools to develop and sustain strong programs of partnerships that help students succeed. In this model, each school strengthens its Family and Community Engagement Program in a written action plan for goal-oriented family and community involvement that is linked to the Single Plan for Student Achievement (SPSA). A key feature of this action plan includes components of the Dual-Capacity Building Framework, USDOE 2013. This framework guides users to build the capacity of both educators and families through various workshops and activities as well as to provide workshops where families and educators are trained together as partners. It is our goal to continue the work started in the grant using the NNPS model to deepen the work of the Action Team for Partnerships (ATP) at each site. The ATP will serve as the overarching "umbrella" for all site-based family engagement practices/activities. In addition, a roll-out expansion of this model is desirable for all schools in the district. Services provided: Site-based support including training in the NNPS model; monitoring of the ATP composition, scheduling meetings, reviewing, revising, and evaluating action plans; and sharing best practices in an end of year celebration of the year's work. Coordination and support for dual-capacity workshops/activities. Collaboration with Community Liaisons to provide community-based resources to families in need. Expenditures: Salary, benefits for Family Engagement Program Administrator Family Engagement Team will be developed to coordinate efforts, schedules and community providers to provide a more comprehensive strategy across the school district to meet student and family needs. Family Engagement Team will include providers of mental health and community based resources.

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	7338725

The 2016-2017 estimated supplemental LCFF money is **$7,338,725** based on step five of the LCFF formula.

The following serves to justify the Oak Grove School District's 2016-17 LCAP Supplemental Grant Expenditures as "Principally Directed" and the "Most Effective" Use to Serve High-Need Student Goals:

Under NCLB, the Oak Grove School District provided an extended English Learner (EL) instructional program for students in grades 4-8. Students served in this setting scored Far Below Basic or Below Basic on the CST's and 1 or 2 on the CELDT. Teachers targeted instruction for these students based on the individual language needs of these students. However, we were unsatisfied with the academic results of our students in this extended setting which indicated that progress in English proficiency did not meet district expectations. Upon detailed analysis of the academic history of these students, it was noted that the majority of students in this setting were born in the United States and attended a public school since kindergarten, yet were not proficient in English. In addition, we confirmed that while ELs require more time on task to acquire a second language (English), they also require equal access to all grade level core curricula combined with highly-effective instructional strategies/supports. We also concluded that the extension of instructional time in language development for our ELs resulted in Long-Term English Learners rather than English proficient students. Long-Term English Learners is a formal classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills. As a result, we used this information as the impetus for district staff to initiate drastic changes to our EL instructional program.

In response to our need for a change in program and the requirement for increasing or improving services to our high-need students in LCAP Goal #2, we were compelled to provide and implement a rigorous, research-based instructional approach/model for our EL students, particularly those in our Title I schools but also for ELs in all of our schools. As a supplemental grant expenditure, our district adopted the Sobrato Early Academic Language (SEAL) approach/model systemically to deliver grade level standards through robust, initial instructional strategies in language development in Transitional Kindergarten (TK) through 3rd grades. Initially, these funds were principally directed for our Title I schools only and then districtwide as well. Our Title I schools have high percentages of high-need students and continue to receive a multitude of resources from supplemental funds but all other schools in the district also have high-need student populations. Implementation of the SEAL

model is funded by LCFF supplemental grant and is principally directed towards meeting the district's goals for our highest need students. The SEAL model was designed drawing upon research on preventing the creation of Long Term English Learners and enacts the research on effective English Learner practices. These two bodies of research, together with an analysis of the challenges of implementing the new Common Core State Standards, establish the foundation for the SEAL model. SEAL is a rich, powerful language and literacy model developed to boost the academic vocabulary and cognitive conceptual understanding of English Learners. The instructional practices and strategies in SEAL are proven methodologies that have produced results with English Learners. With this model, all ELs are instructed during general education classes with the goal of developing academically proficient and literate students. SEAL is based on prevailing research-based foundations combined with high-yield pedagogical practices. This model was created specifically for English Learners and provides rigorous, relevant and engaging instruction for all students. In addition, comprehensive professional learning and coaching is ongoing for our teachers to fully implement the SEAL model of instruction. Due to these changes, our EL program is now redesigned from "intervention in the intermediate grades" to "early prevention in the primary grades". Currently, intervention programs and strategies as used to augment and supplement the core instructional practices and curricula. Furthermore, the SEAL instructional model is 100% aligned to the ELA common core state standards in both English and Spanish and the ELD state standards/framework.

In Oak Grove, we have certain schools with high numbers of EL students. Yet, the total number and/or percentage of students in our EL subgroup at our Title I schools is exceeded by the number/percentage of ELs enrolled at all other schools in the district (non-Title I). In an effort to meet the literacy and language development needs of all EL students in all schools across the district, intensive training in SEAL is provided at each elementary school for all TK-3rd grade teachers. We strongly believe that all ELs should have equal access to high levels of instructional and English language support. Therefore, providing SEAL instruction in our classrooms ensures that every EL student has access to high-quality, deep learning of the English language in all content areas.

We are confident that by implementing the SEAL model, our goal of preventing the development of Long-Term English Learners in our highest need students will be accomplished. In order to provide this same type of instructional support for ELs beyond 3rd grade, in grades 4-8, we are providing teachers with workshops in Project Based Learning and in integrated and designated ELD instruction for upper grade ELs. It is critical that ELs receive daily, high-quality grade level core instruction alongside their native English-speaking peers that is combined with effective strategies that's ensures access as well as appropriately-designed designated ELD instruction. Our English Language Teacher Partner (ELTP) coaches work very closely with all classroom teachers to provide extensive training, modeling and coaching of high-return ELD strategies. All teachers also participate in the ELD/ELA framework professional learning during the year. Lastly, we remain assured that the SEAL model is the most effective use of funds as the large majority of our schools using the model have realized improved results for students in ELA on our most recent CAASPP data.

Moreover, supplemental grant funds are principally directed to our highest need students at 3 of our Title I schools as evidenced by our partnership with Partners in School Innovation (PSI). This partnership and services rendered, is indeed, increased and improved services and/or *growth in both quantity and quality of service* for our high-need students in the district. In partnership with PSI, our goal is to build the district's capacity to accelerate student learning by improving the quality of teaching and leading in the district's schools. PSI staff alongside school staff focus on deepening the implementation of the School Transformation Framework and Results-Oriented Cycle of Inquiry with the school sites. In addition, PSI collaborates with district leaders to design and deliver an instructional leadership team network for the district's Title I schools and their feeder middle school. During these intensive sessions, school leadership teams define a vision, develop a Theory of Action, create schoolwide professional learning plans, monitor progress toward meeting school goals, and develop as a high-functioning leadership team. Additionally, PSI worked with district staff to develop a coaches' professional learning community to engage in professional learning, coaching, and supporting one another for the purpose of reflecting and refining coaching practices that will ultimately impact teacher practice and improve student achievement.

We are positive that the above explanations of our districtwide SEAL implementation and PSI work at Title I schools in combination with other funded services as described in our LCAP adequately achieve the following: 1) identifies the services being funded and provided on a districtwide basis; 2) describes how the services are principally directed toward and effective in meeting the district's goals for high-need students; and 3) explains how the services are the most effective use of the funds to meet the goals. In addition, these explanations also serve to justify our district's allocation of supplemental funds to support districtwide services.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

9.77	%

The percent of the LCFF funding for Low Income Pupils, Foster Youth, and English Learners is 9.77% The funding will provide services will be coaching and professional development to ensure clearly defined EL program is consistently implemented, there is consistency in placement and strategies such as the Sobrato Early Academic Literacy (SEAL) and Project Based Learning (PBL) that promotes student engagement as active learners and the importance of scaffolding Common Core State and English Language Development (ELD) Standards instruction.

We will use these funds to provide SEAL English Language Teacher Partners (ELTPs), and professional development to teachers in the four Title 1 Schools, and eleven other elementary schools with the largest number of English learners and socio-economically disadvantaged youth. The Sobrato Early Academic Language (SEAL) program and the ELA/ELD Framework are the focus of this work.

The SEAL Model is anchored by six research-based foundational components that infuse all aspects of teaching and learning throughout the school day:

- Alignment of preschool and the K-3 systems around a shared vision of powerful language development as the foundation for academic success – with support for transitions across systems and levels (including Summer Bridge programs).
- Simultaneous academic language and literacy (including bilingual options)
- Language-rich environments and instruction with an emphasis on expressive and complex oral language development and enriched vocabulary.
- Text-rich curriculum and environments that engage children with books and the printed word, and lead to the appreciation and love of reading and writing.
- Language development through academic thematic units based upon science and social studies standards.

- An affirming learning environment that brings together teachers and parents to support strong language and literacy development at home and at school.

The SEAL Model provides intensive professional development to preschool and elementary school teachers through workshop sessions, coaching, and collaborative reflection and planning. It also provides hands-on science workshops and field trips to build background knowledge related to the standards-based thematic units, sponsors artist residencies in the classrooms, and purchases high quality bilingual books and materials for the classrooms. Additionally, the Model supports parents in developing language and literacy of their children at home and in the classroom.

Coaching and professional development in SEAL for example creates the learning conditions that build language and literacy skills necessary for participation in the academic world and the 21st Century. SEAL promotes the development of biliteracy, affirming, and supporting home language for English Learners and families, and developing high levels of proficiency in both the primary language and English. For all students, the SEAL classroom brings to life the rigor and richness called for by the Common Core State Standards and the California English Language Development standards. Students actively collaborate, solve problems, and engage in whole- and small-group activities as they pursue and construct knowledge based upon science and social studies standards, as well as the ELA standards.

The ELTP will also provide professional development to all Oak Grove teachers on the ELA/ELD Framework. "The CA CCSS for ELA/Literacy, adopted in August 2010, highlight critical skills and expectations in English language arts necessary to develop students' literacy in the twenty-first century. The standards emphasize the importance of building knowledge through a balanced study of content-rich informational and literary texts; fostering reading, writing, and speaking skills grounded in evidence from texts; developing careful analyses, well-defended claims, and clearly articulated information; and underscoring the need for regular practice with complex texts and academic language. In 2012, the State Board of Education approved the CA ELD Standards, which are intentionally aligned with the CA CCSS for ELA/Literacy. These new ELD standards amplify areas of English language development that research has shown are crucial for academic learning. They describe key knowledge, skills, and abilities in core areas that are necessary for English learners to successfully engage with, and achieve success in, grade-level academic content. The interrelated alignment of these two new sets of standards called for in the ELA/ELD Framework forms the basis for remodeling our instructional practice and promoting literacy through critical thinking and problem solving, collaboration, and communication. The ELA/ELD Framework provides guidance to educators to help build this new depth of knowledge on a range of topics. It includes strategies to strengthen learning for every student, both in the English language arts classroom and in classrooms where students learn other academic content. It contains information on the qualities of effective professional development, strategies for incorporating technology into the classroom, and effective examples of using formative assessment to guide instruction. The ELA/ELD Framework also features helpful figures and descriptive snapshots that frame new ideas and practices for integrating the literacy demands of both the English language arts and discipline-specific classrooms, offering support to students who come to those classrooms with a wide range of language development needs."

To insure that every unduplicated student receives services and to respond to the systemic need for academic support at all Oak Grove schools due to the high levels of ELs throughout the system; the supplementary funds are used to provide support in a district wide manner. Oak Grove has a **minority population of 82%, and 29% English learners representing 60 different languages.** The justification for the expenditures is based on the number and percent of long-term EL students within Oak Grove. Currently, at the three intermediate schools there are approximately 395 **English learners**, and the majority of those students are long-term English learners. We have hired two math coaches and one ELA coach who will focus on CCSS implementation with an emphasis on EL, low-socio economic and foster youth in grades TK-8th. We believe that in addition to attending professional development and planning, teachers need classroom modeled lessons and a coach to observe and provide direct feedback to individual teachers.

We will also utilize an online diagnostic assessment and intervention programs that will directly meet the needs of individual students. The

programs will focus on ELA and math. These programs will utilize the Chromebooks being purchased districtwide.

iReady Diagnostic adapts to each student, providing easier or harder questions depending on students' answers to previous questions. By adapting across grades K–12, i-Ready Diagnostic helps teachers understand the root causes behind student challenges. This is especially beneficial for providing differentiated instruction and for identifying gaps spanning back multiple years, or for determining where students are ready for further challenge. i-Ready Diagnostic assesses student performance across the key domains in reading and mathematics for grades K–12, providing a valid data on individual student growth and next steps in instruction.

System 44 Next Generation is a new foundational reading program for the most challenged readers in Grades 3–12+. System 44 is proven to help students master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.

READ 180 Universal is the leading blended learning solution that accelerates learning for struggling readers by merging the latest brain science, adaptive technology, professional development, and knowledge for school and life.

For middle-school students who are two or more years behind in math, time is of the essence. Reteaching every missed skill and concept is impractical. MATH 180 focuses on deep understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. The MATH 180 scope and sequence is built around a focused and coherent curriculum that enables students to progress swiftly and successfully toward grade-level curriculum.

We will also work with the International Center for Educational Leadership (ICLE) coaches to ensure classroom instruction is rigorous, relevant and there is high learner engagement for the English Learners, Foster Youth, and Socio-Economic Disadvantaged Youth.

- Build effective instruction based on rigorous and relevant expectations for our target sub-groups
- Create and implement an effective learner environment that is engaging and aligned to the learner needs
- Possess and continue to develop content area knowledge and make it relevant to every learner
- Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology
- Use assessment and data to guide and differentiate instruction for EL, Foster Youth, and Socio-Economic Disadvantaged Youth
- Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative

Partners in School Innovation will be assigned to three Title I Schools Their research-based School Transformation Framework creates a measurable impact for the children we serve and builds capacity in the teachers and leaders we partner with each year. Their staff are highly effective teachers and leaders, whom we have trained to act as Results-Oriented Change Agents – providing on-the-ground thought partnership, coaching and technical support in schools 3.5 days per week. They focus on supporting culturally responsive teachers who implement new strategies in their classrooms by ensuring each of our intensive schools implements a thoughtful professional learning plan that supports teachers to learn new content, collaborate with their peers and receive individualized support and feedback. They will partner with principals and their leadership teams to analyze data, set SMART goals, develop a thoughtful plan of action,, and engage in ongoing cycles of monitoring and adjustment for EL, Foster Youth and Socio-Economically Disadvantage students.

To ensure access to techology that enhances learning specifically for English learners, low socio-economic students and Foster Youth, the technology and EdTech staff provide coaching on high leverage technology strategies that is integrated in Common Core Standards implementation. From California's Empowering Learning A Blueprint for California Education Technology 2014-17, "Stanford University

Professor Dr. Linda Darling-Hammond, the co-chair of Superintendent Torlakson's Transition Advisory Team, described this new mission for schools in her book The Flat World and Education: "The new mission of schools is to prepare students to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not been invented."8 We must be prepared to embrace a landscape where technology in teaching and learning becomes part of the fabric of modeling, observation sharing, and the new and expanded peer groups all of us can experience. However, there are millions of students in California who do not have adequate access to technology in their classrooms or at home. According to the K–12 High Speed 2013 Annual Report, 791 California schools today have a T-1 line (1.5 Mbps) or lower broadband access —inadequate for the needs of today's students. We must ensure that every one of California's 6.2 million students can take advantage of the opportunities education technology presents. We must not allow some students to fail to have the opportunity to learn basic skills required to interact in a digital world. We need to make sure every student has access to, and the knowledge to use, the technology needed to successfully participate in the Smarter Balanced assessments. We must not allow a lack of technology—or ineffective implementation—to become the roots of the next achievement gap. " Research indicates, "Even if all the equipment was accessible and working, there was still a good deal of complexity in integrating technology into instruction. The emphasis on standardized testing increased this complexity, as teachers often could not figure out how best to prepare students for tests while also emphasizing the kinds of discovery learning that are enhanced by technology use. Again, complexity was heightened in low-SES schools because of the special attention given to raising test scores in those schools as well as the larger numbers of English language learners (ELLs) those schools enrolled. For example, in a number of classrooms, we witnessed ELLs cutting and pasting information from the Internet to complete an assignment, with no evident understanding of the material they were working with. This last example is an illustration of what we called performativity, that is, technological performance for its own sake rather than in connection with meaningful learning goals. Designing technology-enhanced lessons for culturally and linguistically diverse students with limited English literacy is without doubt complicated, but it can yield important rewards when done well (see examples in succeeding discussions and further examples in Brown, Cummins, & Sayers, 2007). In the remainder of this chapter, I examine some approaches for addressing these challenges that have been shown to be effective, using contexts of both limited and extensive technology penetration."

For schools with high levels of EL students and students from low socio-economic levels, we are providing Visual & Performing Arts opportunities through Music for Minors. Research shows that there is theoretical and psychogical support for the inclusion of music in the teaching of English. English Learners acquire vocabulary and gammar, improve spelling. enhance rote memorization and develop the linguistic skills of reading, writing, speaking and listening (Jalongo & Bromley, 1984, McCarthey, 1985, Martin, 1983, Mitchell, 1983, Jully, 1975) through music. Educators confirm that the pleasure derived from music boosts the learning of language. Knowing the importance music to language acquisition, Music for Minors provides English Learners with enhanced leraning opportunties. Neurologists (Maess & Koelsh, 2001) have discovered that both musical and linguistic syntax are similarly processed. Music and language are, of course, two dramatically different forms of communication. However as Ayotte (2004) observed, both music and language share the "same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses"

A portion of the Supplemental Funds will be set aside for salary increases (step and column, and COLA) for the personnel within the Supplemental actions.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

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

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

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

(f) "Expulsion rate" shall be calculated as follows:

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

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

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