

**Introduction:**

LEA: Oak Grove School District      Contact Maria Wetzel, Assistant Superintendent, [mwetzel@ogd.net](mailto:mwetzel@ogd.net) (408)227-8300 x100270      LCAP Year: 2014-15

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

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. 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
<p><b>Stakeholders' Meetings:</b></p> <p>At monthly district parent meetings, and meetings with every school staff at least twice during the year, the Superintendent and Executive Team meet with Stakeholders to 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. There is an annual State of the District Night held in March for the entire Oak Grove School District Community. Principals also shared goals and budgets that were aligned to the district LCAP with staff, School Site Councils and other parent groups throughout the year. Staff and parents provided input in revising the SPSAs. District administrators reviewed all SPSAs to ensure the updates were aligned to the LCAP.</p> <p>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 Accountability Plan.</p> <p><b>Specific LCAP Annual Update and LCAP Input Meetings were:</b></p>	<p><b>LCAP Input Survey:</b></p> <p>Oak Grove stakeholders were provided a Google Form to provide input to the Oak Grove LCAP. One question specifically asked was 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.</p> <p>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 2015-16 LCAP Input Google Form. This increased opportunities for stakeholders to be informed and knowledgeable about the LCFF and LCAP and to provide input. Feedback from each group and the online survey were used to develop the District's goals, actions, and</p>

<p>March 11 Principals and Educational Services Administrators</p> <p>March 18 African American Koffee Klatch Parent Group (representation from each school).</p> <p>March 26 District English Learner Advisory Committee (DELAC) (representation from each school).</p> <p>March 17 Superintendent's Forum – parent evening with the superintendent</p> <p>March 24 OGEA Negotiating Team</p> <p>April 2 District Advisory Committee (DAC) – (representation from each school).</p> <p>April 15 Hispanic Parent Group (representation from each school).</p> <p>April 16 Student Advisory Council – students from each school</p> <p>April 17 District Office staff</p> <p>April 21 CSEA and AFCME all bargaining members</p> <p>April 21 OGEA all bargaining members</p> <p>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 – April 27. Staff and parents were encouraged to participate in the survey.</p>	<p>services outlined in the LCAP. All comments, questions, and feedback were compiled into a Google spreadsheet for review. All data was analyzed in order to inform revisions to the LCAP. See appendix for synthesized stakeholder input from the survey.</p> <p>Knowledge of achievement data also contributed to the input and suggestions that stakeholders provided to support the goals, actions, and services in the LCAP.</p> <p>The data revealed common themes that were used to revise the LCAP. These themes were:</p> <ol style="list-style-type: none"> <li>1. Hire and retain highly qualified staff.</li> <li>2. Provide coaching in the classroom on differentiated instruction (Response to Intervention).</li> <li>3. Moving to 1-to-1 Chromebooks in every classroom.</li> <li>4. Ensure facilities and sites are safe and provide positive learning environments.</li> <li>5. Provide social services to families in need.</li> </ol> <p>All actions that were ranked #1-6 were included in the new plan. A few actions that were ranked lower were moved to 2016-17 or 2017-18. Comments that were stated five or more times were also included or embedded in the 2015-16 plan. Single suggested comments were less likely to be included.</p> <p>The high school LCAP metrics would not be appropriate as there are no high schools in Oak Grove. We also did not put in APIs as a metric because the State in the future will not be providing APIs as we have had in the past. We will monitor and implement all future State Board accountability requirements.</p>
--	---

<p><b>Annual Update:</b>  <b>The LCAP Annual Update was shared at the same meetings as when we were gathering input on the 2015-16 LCAP:</b></p> <p>March 11 Principals and Educational Services Administrators  March 18 African American Koffee Klatch Parent Group (representation from each school)  March 26 District English Learners Advisory Committee (DELAC) (representation from each school)  March 17 Superintendent’s Forum – parent evening with the superintendent  March 24 OGEA Negotiating Team  April 2 District Advisory Committee (DAC) – (representation from each school).  April 15 Hispanic Parent Group (representation from each school).  April 16 Student Advisory Council – students from each school  April 17 District Office staff  April 21 CSEA and AFCME - all bargaining members  April 21 OGEA - all bargaining members  Ongoing: Staff, parent groups, district committees, Board of Trustees, and other community members provide LCAP updates and opportunities for continued input on goals, actions and budgets.</p> <p>The LCAP Update was available to students, parents, and staff during the Stakeholder meetings and on the Oak Grove website from March 23 – April 27. The LCAP update was in a digital magazine format.</p>	<p><b>Annual Update:</b>  Each stakeholders’ group received information about the LCAP components, and reviewed the 2014-15 LCAP Annual Update on the Chromebooks using a digital magazine format. 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 wanted to continue with the collaborative conversations around the goals which were posted on chart paper around the room prior to inputting their individual input.</p> <p>The LCAP Annual Update was provided to stakeholders and posted on the Oak Grove website in English, Spanish, and Vietnamese. The 2014-15 LCAP Annual Update included the state priorities, goals, the metric results for each goal, and actions taken. Stakeholders agreed that the 2014-15 LCAP had too many goals, and some actions repeated. Having five goals for the 2015-16 LCAP was well received.</p>
--	--

## 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or 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 school sites 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 school sites 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 school sites 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?



<p>1.05 Purchase and provide curriculum Materials (e.g. Engage NY, CPM).</p> <p>1.06 Provide Professional Development (release time and consultants) for Staff on CCSS implementation.</p> <p>1.07 Research and pilot new curriculum options for the Next Generation Science Standards (NGSS).</p> <p>1.08 Pilot College Preparatory Mathematics (CPM) in several 6<sup>th</sup> grade classes.</p> <p>1.09 Provide additional Instructional Coaches on CCSS implementation.</p> <p>1.10 Instructional Strategies like Sobrato Early Language Development and Project Based Learning</p>		<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  X  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  X  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>\$ 697,416 G/F &amp; Lottery</p> <p>\$ 440,353 G/F &amp; Title II</p> <p>\$ 25,000 Lottery</p> <p>Cost included above in 1.05.</p> <p>\$ 338,310 Supplemental</p> <p>\$ 35,000 General Fund</p>
<p>1.11 Professional Development (release time and consultants) and coaching on a specific subject (e.g. math, science, history)</p> <p>1.12 Provide students experiences in art, music, other electives</p> <p>1.13 Provide students physical fitness and healthy choices</p> <p>1.14 Provide Choice Programs for Students (STEM, Dual Immersion, etc.)</p>	<p>All schools and all grades.</p>	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>\$ 195,830 General Fund</p> <p>\$ 361,727 General Fund</p> <p>\$ 1,006,185 G/F &amp; ASES</p> <p>\$ 488,626 General Fund</p> <p>\$ 70,336 Supplemental</p>

## LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	We will		
	<ul style="list-style-type: none"><li>increase the CAASPP SBAC Level 3 results by 10% in ELA and Math for all students in grades 3-8. (Sub-group analysis in found in Goal 2.).</li><li>increase the number of 8<sup>th</sup> grade students promoting by 6%.</li><li>analyze staffing to ensure 100% appropriately assigned teachers and credential in subject areas.</li><li>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 &amp; 8 needing support classes by 4% in order to ensure access and enrollment in all required areas of study.</li></ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire and retain highly qualified staff.	All schools and all grades.	<u>  X  </u> ALL	\$ 44,911,156 General Fund
Purchase and provide curriculum Materials (e.g. Engage NY, CPM.		OR: __Low Income pupils   __English Learners __Foster Youth   __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	.\$ 473,064 General Fund
Finalize adoption based on feedback from CPM pilot for 6 <sup>th</sup> grade.			\$ 327,000 General Fund
Implement diagnostic assessment program.			\$ 184,278 General Fund
Provide Professional Development for Staff on CCSS implementation.			
Implement the second year (Kinder and First) of our Two-Way Bilingual Immersion Program.			
Provide Instructional Coaches on CCSS implementation.	All schools and all grades.	<u>  X  </u> ALL	\$ 697,416 G/F & Lottery
Instructional Strategies like Sobrato Early Language Development and Project Based Learning.		OR: __Low Income pupils   __English Learners __Foster Youth   __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 440,353 G/F & Title II
Provide Professional Learning Community (PLC) time.			\$ 25,000 Lottery

			Cost included above in 1.05.
			\$ 338,310 Supplemental
			\$ 35,000 General Fund
Provide Professional Development and coaching in the Next Generation Science Standards (NGSS).		<u>  X  </u> ALL	\$ 195,830 General Fund
Provide students experiences in art, music, and other electives.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 361,727 General Fund
Provide students physical fitness and healthy choices.			\$ 1,006,185 G/F & ASES
Provide Choice Programs for Students (STEM, Dual Immersion, etc.).			\$ 488,626 General Fund \$ 70,336 Supplemental
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	We will <ul style="list-style-type: none"> <li>increase the CAASPP SBAC Level 3 results by 15% in ELA and Math for all students in grades 3-8. (Sub-group analysis in found in Goal 2.).</li> <li>increase the number of 8<sup>th</sup> grade students promoting by 10%.</li> <li>analyze staffing to ensure 100% appropriately assigned teachers and credential in subject areas.</li> <li>complete the Williams Act audit in the fall to ensure sufficient access to instructional materials in all schools.</li> <li>100% of English Learners will access common core and ELD standards.</li> </ul> Reduce the number of students in grades 7 & 8 needing support classes by 6% 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

<p>Hire and retain highly qualified staff.</p> <p>Purchase and provide curriculum materials (ELA, Math, and NGSS).</p> <p>Provide Professional Development for Staff on NGSS and ongoing NGSS.</p> <p>Implement the third year (Kinder, First, Second) of our Two-Way Bilingual Immersion Program.</p>	<p>All schools and all grades.</p>	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p> <p><u>      </u> Other Subgroups: (Specify) _____</p>	<p>\$ 44,911,156 General Fund</p> <p>.\$ 473,064 General Fund</p> <p>\$ 327,000 General Fund</p> <p>\$ 184,278 General Fund</p>
<p>Provide Instructional Coaches on CCSS implementation.</p> <p>Implement instructional strategies like Sobrato Early Language Development and Project Based Learning.</p> <p>Provide Professional Learning Community (PLC) time.</p>		<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p> <p><u>      </u> Other Subgroups: (Specify) _____</p>	<p>\$ 697,416 G/F &amp; Lottery</p> <p>\$ 440,353 G/F &amp; Title II</p> <p>\$ 25,000 Lottery</p> <p>Cost included above in 1.05.</p> <p>\$ 338,310 Supplemental</p> <p>\$ 35,000 General Fund</p>
<p>Provide Professional Development and coaching on a specific subject (e.g. math, science, history).</p> <p>Provide students experiences in art, music, and other</p>		<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p>	<p>\$ 195,830 General Fund</p>

electives.		__Other Subgroups: (Specify)____	\$ 361,727 General Fund
Provide students physical fitness and healthy choices.			\$ 1,006,185 G/F & ASES
Provide Choice Programs for Students (STEM, Dual Immersion, etc.).			\$ 488,626 General Fund \$ 70,336 Supplemental



2.02 There are a total of 12-14 sites providing PD at various levels and different grade levels.			Included above
2.03 Provide professional development on designated / integrated English language development (ELD) along with the ELA / ELD Framework.			\$ 73,711 Supplemental
2.04 Identify and implement a universal tool to identify the students and the tiered levels of intervention needed.	All schools and all grade levels	<u>  </u> ALL	\$ 90,000 Supplemental
2.05 Provide differentiated learning/Response to Intervention professional development to principals, site leadership teams and support staff.		OR: <u>  </u> X Low Income pupils <u>  </u> X English Learners <u>  </u> X Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> X Other Subgroups:(Specify) <u>  </u> SWD	\$ 192,646 Supplemental
2.06 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
2.07 Provide professional development on culturally responsive teaching, engagement, rigor and relevance through principal / district leadership development.	All schools and all grade levels	<u>  </u> X ALL OR: <u>  </u> X Low Income pupils <u>  </u> X English Learners <u>  </u> X Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> X Other Subgroups:(Specify) <u>  </u> SWD	\$ 240,000 Supplemental

#### LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Meet or surpass all State targets for English proficiency as measured by the CELDT including AMAO 1, AMAO 2 for &lt; 5 years, AMAO for &gt; 5 years, and AMAO 3.</li> <li>We will increase 5% on the CAASP / SBAC Level 3 or above results in ELA and Math disaggregated by subgroups in grades 3-8.</li> <li>We will increase by 5% meeting or exceeding standards level results in ELA and Math on the K-2 District</li> </ul>
--------------------------------------	---

	<p>assessments disaggregated by subgroups.</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students in the least restrictive environment (LRE) as determined by State criteria.</li> <li>• We will increase the number of grade 8 students graduating by 3% disaggregated by subgroups.</li> <li>• 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</li> <li>• Increase EL reclassification rate by 5%</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p> <ul style="list-style-type: none"> <li>• 4 sites will continue with full SEAL implementation and coaching support will be provided as needed for TK-1<sup>st</sup>. Grades 2-3 will continue with coaching support in year 3 of implementation.</li> <li>• 8 sites will continue with coaching support in year 3 of implementation with grades TK-1<sup>st</sup>. Grades 2<sup>nd</sup>-3<sup>rd</sup> grades will complete year 2 of PD and implementation.</li> <li>• 2 sites may complete year 2 of PD and implementation with TK-1<sup>st</sup> grade. Grades 2-3 will begin year 1 of professional development.</li> </ul> <p>There are a total of 12-14 sites providing prof PD at various levels and different grade levels.</p> <p>Continue to provide ongoing professional development on designated / integrated English language development (ELD) along with the ELA / ELD Framework. Implement and monitor the implementation of integrated and designated ELD.</p>	All schools and all grade levels	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  X  </u> Low Income pupils   <u>  X  </u> English Learners</p> <p><u>  X  </u> Foster Youth   <u>  </u> Redesignated fluent English proficient</p> <p><u>  X  </u> Other</p> <p>Subgroups:(Specify) <u>  SWD  </u></p>	<p>\$ 2,563,312 Supplemental</p> <p>Included above</p> <p>\$ 73,711 Supplemental</p>
Develop an RTI structure for implementation and monitoring	All schools	<u>  </u> ALL	

<p>at all sites. This includes providing more training on the SST process.</p> <p>Provide professional development and coaching on Universal Design Learning (UDL) to differentiate learning for Response to Intervention (Rtl).</p> <p>Implement UDL and monitor student performance and quality instruction for Rtl</p> <p>Implement and evaluate effectiveness of the intervention programs (e.g. READ 180, System 44, I-Ready, Dreambox, Rosetta Stone etc.) used as an in-class and / or before/after school intervention; and provide staff to support ELs as needed (e.g. .ELD IAs).</p>	and all grade levels	<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other</p> <p>Subgroups:(Specify) <u>SWD</u></p>	<p>\$ 90,000 Supplemental</p> <p>\$ 192,646 Supplemental</p> <p>\$ 120,000 Supplemental</p> <p>\$ 100,000 Title I</p>
Provide professional development on culturally responsive teaching, engagement, rigor and relevance with site leadership teams.	All schools and all grade levels	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$ 240,000 Supplemental</p>

### LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Continue to meet or surpass all State targets for English proficiency as measured by the CELDT including AMAO 1, AMAO 2 for &lt; 5 years, AMAO for &gt; 5 years, and AMAO 3.</li> <li>We will continue to increase 5% on the CAASP / SBAC Level 3 or above results in ELA and Math disaggregated by subgroups in grades 3-8.</li> <li>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.</li> <li>Increase the percentage of students in the least restrictive environment (LRE) as determined by State criteria.</li> <li>We will increase the number of grade 8 students graduating by 3% disaggregated by subgroups.</li> <li>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</li> </ul>
--------------------------------------	--

[illegible]

and Rosetta Stone, etc.) and implement with consistency and fidelity; and provide staff to support ELs as needed (e.g. ELD IAs).			
Provide professional development on culturally responsive teaching, engagement, rigor and relevance with staff at each site.	All schools and all grade levels	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$ 240,000 Supplemental

GOAL:	Goal 3: Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity			Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____		
Identified Need :		Technology is currently used more as a separate resource outside of CCSS Instruction.				
Goal Applies to:		Schools:	All			
		Applicable Pupil Subgroups:	To prevent a digital divide and close the opportunity gap, this goal is applicable			
LCAP Year 1: 2015-16						
Expected Annual Measurable Outcomes:		50% of the students will use technology daily as an instructional tool to master the 21 <sup>st</sup> 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 21 <sup>st</sup> 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

<p>3.01 Purchase more Chromebooks/lap tops to move toward 1:1 ratio. This year each school will have enough for 2 to 1.</p> <p>3.02 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).</p> <p>3.03 Purchase and change classroom environments (e.g. with furniture, short-throw projectors, other wireless solutions).</p> <p>3.04 Purchase teacher devices (e.g. laptops, iPads, Chromecast, Apple TV, with a focus on appropriate devices for special day classes).</p>	All schools and all grade levels	<p><u>  X  </u> ALL</p> <hr/> <p>OR:  <u>      </u> Low Income pupils <u>      </u> English Learners  <u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient  <u>      </u> Other Subgroups:(Specify)_____</p>	<p>\$ 127,820 General Fund \$ 990,000 Measure P</p> <p>\$ 10,000 General Fund</p> <p>Still Planning</p> <p>\$ 75,000 Measure P</p>
3.05 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).	All schools and all grade levels	<p><u>      </u> ALL</p> <hr/> <p>OR:  <u>      </u> Low Income pupils <u>  X  </u> English Learners  <u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient  <u>      </u> Other Subgroups:(Specify)_____</p>	<p>\$ 341,241 Supplemental</p>
<p>3.06 Hire and retain highly qualified IT, EdTech and Help Desk support personnel, and ensure bandwidth and internet access is working properly.</p> <p>3.07 Provide Professional Development on Google Apps (e.g. Google Docs, Google Forms, Google Presentation, Google Calendar, and Google Maps).</p> <p>3.08 Provide online resources for students and teachers (e.g. Dreambox, I-ready, Raz Kids, Khan Academy, LitKids, Typing Clubs, etc.)</p>	All schools and all grade levels	<p><u>  X  </u> ALL</p> <hr/> <p>OR:  <u>      </u> Low Income pupils <u>      </u> English Learners  <u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient  <u>      </u> Other Subgroups:(Specify)_____</p>	<p>\$ 1,705,892 General Fund</p> <p>\$ 5,000 General Fund</p> <p>\$ 221,000 General Fund</p>
3.09 Provide trained site Tech Mentor positions to support	All schools	<u>  X  </u> ALL	

technology problem solving and professional development for staff).	and all grade levels	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 38,000 General Fund
3.10 Visit other New Tech programs or schools to determine if this is an approach for Oak Grove.			

### LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	75% of the students will use technology daily as an instructional tool to master the 21 <sup>st</sup> 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 96% at all schools. 85% of students will access core subject areas using 21 <sup>st</sup> 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 Chromebooks/laptops required to move toward 1:1 ratio.	All schools and all grade levels	<u>  X  </u> ALL	\$ 127,820 General Fund
Provide Professional Development for all staff and parents on using technology (e.g. The EdTech Conference, Tuesday/Wednesday staff meetings, Parent Nights).		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 990,000 Measure P
Purchase and change classroom environments (furniture, short-throw projectors, other wireless solutions).			\$ 10,000 General Fund
Purchase additional teacher devices (e.g. laptops, iPads, Chromecast, Apple TV, etc.).			Still Planning
Provide coaching in the classroom teaching CCSS with integrated technology (e.g. PBL, Google Apps, a focus special education applications).			\$ 75,000 Measure P
Hire and retain highly qualified IT/EdTech support personnel.	All schools and all grade levels	<u>  X  </u> ALL	\$ 341,241 Supplemental
Provide online resources for students and teachers.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 1,705,892 General Fund
			\$ 5,000 General Fund

Explore ways to provide home access to students who do not have internet or computers within the home.			
Provide site Tech Mentor positions with a stipend.  Provide coaching in the classroom teaching CCSS with integrating technology.  Evaluate New Tech programs or schools to determine if this is an approach for implementation in Oak Grove next year.	All schools and all grade levels	<u>  X  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	\$ 221,000 General Fund

### LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	100% of the students will use technology daily as an instructional tool to master the 21 <sup>st</sup> 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 97% at all schools. 100% of students will access core subject areas using 21 <sup>st</sup> 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 and maintain Chromebooks/laptops for a one-to-one environment.  Provide Professional Development for all staff in use of technology (e.g. The EdTech Conference, Tuesday/Wednesday staff meetings, Parent Nights).  Purchase and change classroom environments (furniture, short-throw projectors, other wireless solutions)  Purchase additional teacher devices like iPads, Chromecast, Apple TV, etc.	All schools and all grade levels	<u>  X  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	\$ 127,820 General Fund \$ 990,000 Measure P  \$ 10,000 General Fund  Still Planning  \$ 75,000 Measure P  \$ 341,241

Provide coaching in the classroom teaching CCSS using technology (e.g. PBL, Google Apps, and other applications).			Supplemental
Hire and retain highly qualified IT/EdTech support personnel.  Provide Professional Development on Google Apps.  Provide online resources for students and teachers.  Provide home access to students who do not have internet or computers within the home.	All schools and all grade levels	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$ 1,705,892 General Fund  \$ 5,000 General Fund
Provide site Tech Mentor positions with a stipend.  Provide coaching in the classroom teaching CCSS with integrated technology.  Implement a New Tech Program or School.	All schools and all grade levels	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$ 221,000 General Fund

GOAL:	Goal 4: School and classroom environments support learning, creativity, safety and engagement.	Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__X__ 5__X__ 6__X__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
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		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Receive facility rating for Excellent Condition at all sites.</li> <li>• There will be an increase of students at standard by 5% on SBAC (Goal 1).</li> <li>• On the CHKS, 50% students will state on the learning environments are safe.</li> <li>• Decrease the number of chronic student absenteeism by 2%</li> <li>• Decrease the suspension and expulsion rate at all schools by 3%.</li> </ul>		
Actions/Services		Scope of Service	Budgeted Expenditures
4.01 Ensure all facilities and sites are safe and provide positive learning environments.		All schools and all grade levels	<u>X</u> ALL OR: <u>X</u> Low Income pupils    __ English Learners __ Foster Youth    __ Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) __ Special Ed _____
4.02 Provide student safety on the bus.			\$ 9,319,416 General Fund \$ 33,595 Supplemental \$ 1,110,504 General Fund \$ 2,438,315 Title I & SpEd
4.03 Implement (PBIS) Positive Behavioral Interventions and Supports, three tiers approach.		All schools and all grade levels	\$ 816,551 General Fund
4.04 Provide Mental Health Services to Students and Families.			\$ 324,383 General Fund

4.05 Implement Therapeutic Crisis Intervention (TCI).			\$ 2,000 General fund
4.06 Establish an alternative program for suspending students.	All schools and all grade levels	<u>  </u> ALL	\$ 287,713 General Fund
4.07 Provide counselors at the intermediate schools.		OR: <u>  </u> X Low Income pupils <u>  </u> English Learners <u>  </u> X Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"><li>• Receive facility rating for Excellent Condition at all sites.</li><li>• There will be an increase of students at standard by 10% on SBAC (Goal 1).</li><li>• On the CHKS, 50% students will state on the learning environments are safe.</li><li>• Decrease the number of chronic student absenteeism by 4%</li><li>• Decrease the suspension and expulsion rate at all schools by 6%.</li></ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure all facilities and sites are safe and provide positive learning environments.  Provide student safety on the bus.	All schools and all grade levels	<u>  </u> ALL	\$ 9,319,416 General Fund \$ 33,595 Supplemental  \$ 1,110,504 General Fund \$ 2,438,315 Title I & SpEd
		OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
Maintain (PBIS) Positive Behavioral Interventions and Supports, three tiers approach.  Provide Mental Health Services to Students and Families.	All schools and all grade levels	<u>  </u> ALL	\$ 816,551 General Fund  \$ 324,383 General Fund
		OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	

Maintain Therapeutic Crisis Intervention (TCI).			\$ 2,000 General fund
Maintain an alternative program for suspending students.	All schools and all grade levels	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$ 287,713 General Fund
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• There will be an increase of students at standard by 15% on SBAC (Goal 1).</li> <li>• Receive facilities rating of excellent in all schools on the Williams audit.</li> <li>• On the CHKS, 50% students will state on the learning environments are safe.</li> <li>• Decrease the number of chronic student absenteeism by 6%</li> <li>• Decrease the suspension and expulsion rate at all schools by 10%.</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Ensure all facilities and sites are safe and provide positive learning environments.  Provide student safety on the bus.	All schools and all grade levels	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$ 9,319,416 General Fund \$ 33,595 Supplemental

			\$ 1,110,504 General Fund \$ 2,438,315 Title I & SpEd
Maintain (PBIS) Positive Behavioral Interventions and Supports, three tiers approach.  Provide Mental Health Services to Students and Families.   Maintain Therapeutic Crisis Intervention (TCI).	All schools and all grade levels	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$ 816,551 General Fund  \$ 324,383 General Fund  \$ 2,000 General fund
Evaluate an alternative program for suspending students.  Maintain counselors at the intermediate schools.	All schools and all grade levels	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$ 287,713 General Fund

GOAL:	Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
Identified Need :	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		
	Applicable Pupil Subgroups:	All, with a focus on Hispanic, African American and English Learners		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"><li>• 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%.</li><li>• 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.</li><li>• There will be an increase in intermediate school students average GPAs by 5%.</li></ul>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.01 Provide Social Services supports to families in need.		All schools and all grade levels	<u>__</u> ALL	\$ 204,539 Supplemental
5.02 Provide Mental Health Services to families in need.			OR: <u>__X</u> Low Income pupils <u>__X</u> English Learners <u>__X</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__X</u> Other Subgroups:(Specify) <u>Families needing assistance based on request and site support staffs referrals.</u>	\$ 145,963 Supplemental
5.03 Hire and retain Community Liaisons to facilitate parent engagement in district/site meetings, school attendance, and awareness in CCSS and academic student success.				\$ 132,556 Mental Health Grant  \$ 210,437 Supplemental
5.04 Provide parent/student activities at the schools (e.g. Back to School Nights, Open House, Parent/Teacher Conferences, Science Fairs, and Festivals)		All schools and all grade levels	<u>__X</u> ALL	\$ 6,316 General Fund
5.05 Provide parents early literacy, math and technology trainings.			OR: <u>__</u> Low Income pupils <u>__X</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups:(Specify)_____	\$ 5,000 Supplemental

5.06 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 General Fund
5.07 Provide more digital communication systems to parents (e.g. Blackboard Connect, Peachjar, district and site webpages, and School Loop at the intermediate schools).	All schools and all grade levels	<u>  X  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	\$ 116,596 General Fund

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>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%.</li> <li>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.</li> <li>There will be an increase in intermediate school students average GPAs by 10%.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Social Services supports to families in need.	All schools and all grade levels	<u>  </u> ALL	
Provide Mental Health Services to families in need.		OR: <u>  X  </u> Low Income pupils <u>  X  </u> English Learners	\$ 204,539 Supplemental
		<u>  X  </u> Foster Youth <u>  </u> Redesignated fluent English proficient	\$ 145,963 Supplemental
		<u>  X  </u> Other Subgroups:(Specify) <u>  Families needing assistance based on request and site support staffs referrals.  </u>	\$ 132,556 Mental Health Grant
Hire and retain Community Liaisons to facilitate parent			\$ 210,437

engagement.			Supplemental
Provide parent/student activities at the schools (e.g. Back to School Nights, Open House, Parent/Teacher Conference, Science Fairs, and Festivals).	All schools and all grade levels	<u>  X  </u> ALL	\$ 6,316 General Fund
Provide parents literacy, math, and technology trainings.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 5,000 Supplemental
Provide Parent Involvement Nights (based on LCAP input).			\$ 5,000 General Fund
Provide more digital communication systems to parents (e.g. Blackboard Connect, Peachjar, district and site webpages, Infinite Campus parent portal, and School Loop at the intermediate schools).	All schools and all grade levels	<u>  X  </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 116,596 General Fund
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Monitor the social services and mental health services provided to families to determine if students are meeting higher academic success on district assessments by 15%.</li> <li>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.</li> <li>There will be an increase in intermediate school students average GPAs by 15%.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	All schools	<u>  </u> ALL	

<p>Provide Social Services supports to families in need.</p> <p>Provide Mental Health Services to families in need.</p> <p>Hire and retain Community Liaisons to facilitate parent engagement.</p>	<p>and all grade levels</p>	<p>OR:  <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Families needing assistance based on request and site support staffs referrals.</u></p>	<p>\$ 204,539 Supplemental</p> <p>\$ 145,963 Supplemental</p> <p>\$ 132,556 Mental Health Grant</p> <p>\$ 210,437 Supplemental</p>
<p>Provide parent/student activities at the schools (e.g. Back to School Nights, Open House, Parent/Teacher Conferences, Science Fairs, and Festivals).</p> <p>Provide parents early literacy, math, and technology trainings.</p> <p>Provide Parent Involvement Nights (based on LCAP input).</p>	<p>All schools and all grade levels</p>	<p><u><input checked="" type="checkbox"/> ALL</u></p> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$ 6,316 General Fund</p> <p>\$ 5,000 Supplemental</p> <p>\$ 5,000 General Fund</p>
<p>Provide more digital communication systems to parents (e.g. Blackboard Connect, Peachjar, district and site webpages, Infinite Campus Parent Portal)</p>	<p>All schools and all grade levels</p>	<p><u><input checked="" type="checkbox"/> ALL</u></p> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$ 116,596 General Fund</p>

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

### **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 school sites 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?

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

Original GOAL from prior year LCAP:	1. Oak Grove will provide highly qualified employees, superior facilities, and CCSS aligned materials to ensure all students will meet their potential.		Related State and/or Local Priorities: 1__X__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____																												
Goal Applies to:	Schools:	All																													
	Applicable Pupil Subgroups:	All																													
Expected Annual Measurable Outcomes:	100% of the staff will be highly qualified, the facilities tool will indicate all schools receive a "good" rating, and teachers will use CCSS aligned curriculum such as Engage New York or other materials.		Actual Annual Measurable Outcomes:	100% of staff is highly qualified. All schools and building are rated at an excellent or good rating. Engage New York ELA was implemented in grades K-8, Engage New York Math was implemented in grades K-6, and College Preparatory Math was implemented in grades 7-8. All of the curriculum materials are aligned to CCSS.																											
<b>LCAP Year: 2014-15</b>																															
Planned Actions/Services		Actual Actions/Services																													
	Budgeted Expenditures			Estimated Actual Annual Expenditures																											
Recruit, hire and retain high quality certificated staff, and monitor certificated staff to reflect the student demographic population.	\$41,884,938	All classrooms were filled with a highly qualified certificated staff. Staff population will more closely align to student demographic population:  <table border="1"> <thead> <tr> <th></th> <th>Students</th> <th>Certificated</th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td></td> <td></td> </tr> <tr> <td>Asian</td> <td>21%</td> <td>11%</td> </tr> <tr> <td>African American</td> <td>5%</td> <td>3%</td> </tr> <tr> <td>Filipino</td> <td>5%</td> <td>4%</td> </tr> <tr> <td>Hispanic</td> <td>45%</td> <td>15%</td> </tr> <tr> <td>Pacific Islander/Other</td> <td>1%</td> <td>1%</td> </tr> <tr> <td>White/Not Hispanic</td> <td>22%</td> <td>62%</td> </tr> <tr> <td>No Response</td> <td>1%</td> <td>4%</td> </tr> </tbody> </table>			Students	Certificated	Staff			Asian	21%	11%	African American	5%	3%	Filipino	5%	4%	Hispanic	45%	15%	Pacific Islander/Other	1%	1%	White/Not Hispanic	22%	62%	No Response	1%	4%	\$ 46,038,192
	Students	Certificated																													
Staff																															
Asian	21%	11%																													
African American	5%	3%																													
Filipino	5%	4%																													
Hispanic	45%	15%																													
Pacific Islander/Other	1%	1%																													
White/Not Hispanic	22%	62%																													
No Response	1%	4%																													

Provide new teachers an accredited teacher induction program.	\$243,937	<p>In 2014-15, the induction program included 35 new teachers and 25 second year teachers.</p> <p>All our teachers are highly qualified and verified as eligible for the teacher induction program.</p> <p>Monthly academies for professional development and portfolio work on the Formative Assessment for California Teachers (FACT) are held.</p> <p>New teachers supported by 22 qualified mentor teachers.</p>	\$ 33,356
Provide high quality maintenance, operations, and security to all schools and buildings.	\$8,548,005	Based on the Williams Act Facilities audit, all of our buildings received ratings of good or better, and met all compliance requirements. We passed a Bond Measure P to provide additional funding for facility repairs.	\$ 7,884,491
Provide Leadership Team professional development such as conferences, consultants, new administrative support, trainings, and substitutes for teachers/administrators in charge.	\$43,000	<p>Leadership Team professional development included: Education Exchange, Curriculum &amp; Instruction meetings, August Professional Development on Change, Project Based Learning in August, and Sobrato Early Academic Language (SEAL) training ongoing.</p> <p>Intermediate School Principal professional development.</p> <p>Instructional Focus document developed at each site.</p>	\$ 35,104
Provide classified staff with professional development such as CPR, health, (e.g. epipens, technology, PBIS and safety trainings).	\$17,000	<p>PBIS - All schools have been trained in the tiered approach. We continue to offer coaching and trainings in topics such as the Function of Behavior and Attention Deficit Hyperactivity Disorder (ADHD). Positive Behavioral Interventions and Supports (PBIS) trainings for instructional assistants, child nutrition services, noon duty, Before and After School Enrichment (BASE) and preschool staff and administrators and staff, library clerks, Visual and Performing Arts (VPA) teachers, and after school programs staff.</p> <p>Therapeutic Crisis Intervention (TCI) Trainings include all Administrators and all Special Education Staff (certificated and classified).</p> <p>Health Clerk meetings provided by the two district nurses</p>	\$ 17,000

<p>Provide each school funds for instructional, custodial, library, administrative supplies, site specific professional development, and other materials based on schools' Single Plan for Student Achievement.</p> <p>Hire additional teachers to accelerate the lowering of class size in TK-K-1-2-3 to an average of 27:1; in grades 4-6 to an average of 32:1; in grades 7-8 core subject areas to an average of 35:1)</p>	<p>\$1,085,038</p> <p>\$715,000</p>	<p>who address epipens training and safety occur monthly. There are meetings throughout the year for Library Clerks on the Destiny System. There are monthly School Secretary meetings regarding topics like Infinite Campus and ad hoc queries. The EdTech Team has provided Google Apps training to classified staff at the District Office.</p> <p>Staff and materials were fully funded as designated on LCAP.</p> <p>Class size was lowered in all grade levels: TK - 3 is 27:1, 4-6 is 32:1, and 7-8 core subjects is 35:1</p>	<p>\$ 1,847,431</p> <p>\$ 715,000</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Supplemental: Hire and maintain highly quality English Learner Teacher Partners (ELTPs)/ELA Coaches and English Language Development (ELD) Instructional Assistants (IA) who will provide English Learners and teachers support in English language acquisition strategies and programs. Standard levels of technology will be available for all students including our English Learners, Low Income students, and Foster Youth.</p>	<p>\$450,000</p>	<p>Hired a total of 11 English Learner Teacher Partners who support the 16 elementary schools and teachers. Hired 4 Literacy Coaches at the 4 Title I schools. Hired 3 ELD Teachers at the 3 intermediate schools to support the EL students. Hired 3 Instructional Coaches at the 3 intermediate schools Hired a total of 11 ELD Instructional Assistants (IAs) that support the EL students at the 16 elementary schools. Hired 3 ELD IAs that support the EL students at the 3 intermediate schools. Technology was increased at all sites for all students (see Goal 2).</p>	<p>\$ 2,347,709</p>

Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Based on the review of this year, we determined that we need to decrease the number of goals. Actions that we implemented were repeated several times. Next year, we will combine some actions under five or six goals. With the level of educational change due to CCSS and SBAC implementation, under the Leadership Team Professional Development, we are seeking for principal coaching to assist with leading staff through culture and change.</p> <p>We are conducting extensive site audits and interviews to determine the best way to improve facilities through Measure P such as roofs, heating/air conditioning, and 21<sup>st</sup> Century learning environments.</p> <p>Finding substitutes to release teachers for professional development, planning, and teacher induction has been a challenge. We are reviewing other options such as hiring site substitutes, videotaping with feedback, and extending the teacher year with professional development days.</p>	

Original GOAL from prior year LCAP:	2. All students will learn and engage in a rigorous 21 <sup>st</sup> Century CCSS environment.		Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students will use curriculum aligned materials such as Engage New York (Engage NY), and technology such as Google Apps for Education in 75% of the classrooms.		Actual Annual Measurable Outcomes:	Principals report that all classrooms are implementing Common Core State Standards with communication, collaboration, critical thinking, and creativity evident in classroom instruction.

			<p>Staff evaluations indicate that teachers are implementing Engage NY, Sobrato Early Academic Language (SEAL) strategies, Cotsen Art of Teaching, Project Based Learning (PBL), College Preparatory Mathematics (CPM), and other common core aligned instructional materials and methodologies.</p> <p>Technology survey reveals that there is an increase from 30% of students using computers/Chromebooks with Google weekly to 76%. In addition, 12% of the students are using them once or twice a month.</p>
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide, purchase, and print CCSS aligned curriculum such as Engage New York (Engage NY), Georgia Units, College Preparatory Math, etc. Purchase replacement books and materials for science, history-social science, and foreign language courses.	\$1,301,130	Engage NY Math was provided for all teachers and students in grades TK-6, College Preparatory Mathematics (CPM) in grades 7-8; and Engage NY ELA in grades K-8. All other replacement books and materials were purchased.	\$ 1,045,592
Provide professional development for staff on CCSS instructional shifts such as mathematical practices, Project Based Learning, Close Reading, Engage New York curriculum, etc. Provide substitutes or overtime so that staff can attend professional development activities. Provide coaching for staff and leadership at the school sites to support implementation of the CCSS instructional shifts. Provide training for substitute teachers.	\$489,000	Engage NY math training offered over the summer, on December 1, and February 26 for K-6 teachers. CPM training offered for 2 days in the summer and 5 follow-up sessions throughout the school year for 7th and 8th grade teachers. Professional development on Fractions in the Common Core Classroom offered from the Santa Clara County Office of Education (SCCOE) for teachers in grades 3-5; the District paid registration for teachers as well as the hours they attended. Math and the Common Core offered from the SCCOE for teachers in grades TK-2; the District paid for teachers to register as well as the hours they attended. A release day was provided by the District for combination	\$ 489,000

<p>Purchase and distribute 21st Century infrastructure, hardware and software devices in all classrooms, computer labs, and libraries.</p> <p>Provide professional development and coaching for staff on using 21st Century skills such as Chromebooks, Google Apps for Education, document cameras, creating student blogs, classroom webpages, creating videos, etc.</p> <p>Ensure there is the appropriate amount of Instructional Technology Department personnel to support technology at all sites and in all classrooms.</p>	<p>\$ 525,000</p> <p>\$9,000</p> <p>\$1,421,014</p>	<p>teachers to plan math curriculum. Project Based Learning (PBL) training for all teachers in grades 4-6 and six teachers at the intermediate schools. In May, we hired 2 math coaches for 2015-2016. Special Education coach hired to support special education teachers. In May we hired a Language Arts Coach to support English Language Arts (ELA) instruction for 2015-2016. We will continue to explore ways to provide substitute teachers' training on CCSS materials and strategies.</p> <p>We purchased 1,580 more Chromebooks &amp; headphones, additional bandwidth at all schools, and 136 staff Dell Laptops. Schools are also purchasing Chromebooks and iPads. Every library received two Chromebooks for student and staff use.</p> <p>June Google Apps for Education training for principals, teachers, and students. EdTech Teacher Specialists have completed over 200 classroom trainings. EdTech Conference for all teachers on January 16, 2015. Google Certification for the EdTech Team and three additional classroom teachers occurred in February.</p> <p>Increased the Information Technology (IT) and EdTech team: two Help Desk staff, three IT staff, three EdTech Teacher Specialists.</p>	<p>\$ 909,705</p> <p>\$ 9,000</p> <p>\$ 1,161,861</p>
Scope of service:		Scope of service:	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Supplemental: Provide staff professional development regarding instructional strategies that support English Learners with 21 <sup>st</sup> Century CCSS and English Proficiency such as Sobrato Early Academic Literacy (SEAL), Project Based Learning (PBL), Constructing Meaning, designated English Language Development, and READ 180. All students will have access to a technology rich environment in the teaching and learning of CCSS.		\$225,000	New Teacher Induction Academy focused on ELA/ELD Framework. Guided Reading training provided for K-3 and 4-6 grade teachers. 91 SEAL teachers at 12 sites received 12 days of module training and grade level unit development days and an opportunity to participate in a 2-week Summer Bridge Program. ELTPs and Literacy Coaches received 3 hours of professional development and collaborative planning time per week. Grade level site-based professional development/planning time with an EL focus, PBL, SEAL. Scholastic READ 180 training for the new System 44 upgrade for all teachers implementing the program. Each elementary school has 5 Chromebooks carts (30-36 Chromebooks in each cart), and intermediate schools have 30-36 Chromebooks in six carts. The Chromebooks are scheduled for classroom/student use on a daily or weekly basis.		\$ 225,000
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In order to support teachers with CCSS implementation and instructional strategies, we are in need of additional coaches (math and ELA). This will provide in-class coaching rather than afterschool or Saturday trainings. The District Math Team has reported that teaching CCSS math concepts has been a challenge for staff, and they are requesting more support.</p> <p>Staff and students are requesting more Chromebooks for CCSS implementation. It has been difficult to implement daily because staff are sharing the Chromebook carts. The goal would be to have two students to every Chromebook in 2015-16. We are also looking at Chromebook Touch for students in grades TK-2.</p> <p>We need to continue to provide information, training and support to teachers about the ELA/ELD Framework. As teachers are becoming more comfortable with the CCSS ELA, we need a more focused approach on their learning the ELD standards.</p>
---	--

Original GOAL from prior year LCAP:	3. All parents will feel welcomed and empowered to be partners in their students' learning experience.			Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All				
	Applicable Pupil Subgroups:	All				
Expected Annual Measurable Outcomes:	An annual Parent Survey will show that parents feel welcomed and empowered at all school sites based on a four point rubric. The 2014-15 school year will be the base year of the survey results.			Actual Annual Measurable Outcomes:	The redesign and administration of a new parent survey is in process. The Hispanic Advisory Board for Learning and Assessment (HABLA) parent group has a current average participation	

			<p>rate of 50% of the schools.</p> <p>All schools consistently hold meetings for parents, i.e., Koffee Klatch, Home &amp; School Club/PFA, Hispanic Parent Group.</p> <p>All schools consistently hold events for parents, i.e., Literacy, Science &amp; History Nights, Harvest Festivals, Multicultural Events, Student Performances, and Art Showcases.</p> <p>The Family Engagement Impact Project (FEIP) is underway at six schools. We are implementing two evidence-based practices: The National Network of Partnership Schools model and Raising a Reader in TK/K classes. A variety of activities are implemented including trainings for parents, teachers, and site Action Teams. Action Teams and the FEIP Leadership Team meet regularly. Data collection for the purpose of evaluation is also a significant part of this project.</p>
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire and retain Community Liaisons who will support and work with parents on accessing community services: ensure students are attending school on time, provide information regarding their students' IEPs, report cards, programs, and instruction, and coordinate parent groups at the schools such as African American Koffee Klatch and Hispanic Parent Groups.	\$237,242	There are six Community Liaisons representing the various subgroups in the District who support students and families with attendance, Common Core instruction information, and to coordinate parent meetings at all schools.	\$ 216,019
Provide more communication systems to increase parent engagement and empowerment in their students' learning such as an improved district website, frequent Blackboard Connect phone calls, School Loop at the intermediate schools, pilot School Loop at grades 4-6, the District Report Card mailed home, and all communications translated at least in Spanish and Vietnamese.	\$80,537	<p>The District has an updated website.</p> <p>We are exploring a new smart phone system.</p> <p>We are looking into the new Infinite Campus gradebook and parent communication tool.</p> <p>The District Report Card is mailed home in three languages.</p>	\$ 22,832

Provide parent education opportunities such as Parent Involvement/Information Nights, Superintendent Forums, Parent Literacy Nights, and math/science student and parent experiences. At these opportunities provide interpreters and babysitting. Also provide parents opportunities to work in classrooms and at the school.	\$5,000	Five Parent Information Nights are offered to incoming TK parents, and two Gifted and Talented Education (GATE) Parent Nights were provided. The topic on 1/8/15 for parents was the Common Core Standards presented by Santa Clara County Office of Education (SCCOE) staff. Engage NY Common Core math and ELA curriculum presented to District Advisory Committee (DAC). Five Parent Information Nights are offered to District parents on topics of Innovation, CCSS, College, District Alternative Education Programs, Drug Awareness, and Bullying. On November 20, 2014 the English Language Teacher Partners (ELTPs), Literacy Coaches, and 2 Community Liaisons at the 12 Sobrato Early Academic Language (SEAL) sites were trained by Dr. Laurie Olsen on the SEAL Family School Partnership component. The SEAL sites promote a variety of Family-to-School activities such as parent gallery walks conducted by the students at the end of each thematic unit, mini strategy workshops with opportunities to work with students in the classroom, development of parent volunteer cadres, and home-school thematic unit activities and projects.	\$5,000
Provide community involvement social activities for students and parents such as Hispanic Student and Dream Keepers Awards sponsored by African American and Latino Leaders in Education. In addition, provide cultural activities or fairs such as The Cultural Arts Expo, Cinco de Mayo, Harvest Festivals, and Parent Involvement days.	\$38,000	Community involvement activities included: <ul style="list-style-type: none"> <li>• Hispanic Student Awards on October 18, 2014</li> <li>• Cultural Arts Expo on February 6, 2015</li> <li>• Dream Keeper Awards on February 28, 2015</li> <li>• Every Student Succeeding Awards on March 3, 2015</li> <li>• Bilingual Program Celebration on March 19, 2015</li> <li>• Celebration of English Proficiency on April 16, 2015</li> <li>• Cinco de Mayo Celebration on May 1, 2015</li> </ul>	\$ 7,373
Explore ways to increase parent engagement in committees such as District Advisory Council (DAC),	\$2,500		

District English Learners Advisory Committee (DELAC), School Site Councils (SSC), Site English Learners Advisory Committee (SELAC), Home and School Clubs/Parent Teacher Associations (PFA), Hispanic Parent Groups, African American Koffee Klatches, etc.			Common Core math and ELA curriculum presented to DAC. CCSS, LCAP, California English Language Development Test (CELDT), and SEAL presentations at DELAC meetings. Community Liaisons make personal phone calls to families inviting them to meetings. We are posting information on the new website, and using Blackboard Connect to communicate parent engagement activities.	\$ 2,000
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Supplemental: Write and implement a Family Engagement grant and plan in order to hire personnel to oversee research-based best practices for engaging and empowering families. A protocol will be established for monitoring communication, participation and engagement of our parents and community members.		\$50,000	After implementing the Family Engagement planning grant in 2013-14 at our four Title I schools that focused on grades PK-3, we wrote a follow-up implementation grant for the same schools and two additional schools: Del Roble and Parkview. Each site in the grant has convened a site team to address the accomplishment of school goals, using family engagement research-based models and actions. Site teams include the principal, teachers, parents, Community Liaisons, District office staff, and representatives from our local community-based organizations. In 2014-15, we are in the first year of our two-year implementation grant and have hired a Program Administrator to administer the grant objectives. The protocol used to engage and empower families is the evidence-based model from the National Network of Partnership Schools (NNPS). The NNPS model also includes monitoring and evaluation components. Data collection will document family participation in the grant objectives.	
Scope of service:			Scope of service:	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR:			OR:	

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<div style="display: flex;"> <div style="flex: 1; background-color: #cccccc; padding: 10px; border: 1px solid black;">         What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?       </div> <div style="flex: 2; padding: 10px; border: 1px solid black;"> <p>We were not able to create or find a quality Parent Survey this year. This will be a high priority for implementation next year. We used a Google form for input on the LCAP this year, and include a question on the Oak Grove School District Core Values as part of the stakeholder feedback.</p> <p>We have reviewed different digital means of parent communication such as a Smart phone application and Infinite Campus parent portal. This process of review took longer than expected.</p> <p>The Parent Involvement Grant and NPSS information will be analyzed this summer to provide additional ideas to increased parent engagement and involvement at parent meetings, trainings, and school activities.</p> </div> </div>			

Original GOAL from prior year LCAP:	4. All students will be proficient in all subject areas.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable	We will determine the annual progress targets based on the baseline data.	Actual Annual Measurable	99% of the students in grades 3-8 took the CAASPP Smarter Balanced Interim in February-March, and Summative Assessments in April- May.  In 2015-16, we will be able to determine if there is a 5%

Outcomes:		Outcomes:	increase in student achievement when we compare both the SBAC Interim and Summative Assessments.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase and maintain a Student Information System and Data Analysis System, such as Infinite Campus and School City.	\$194,622	Infinite Campus is the Student Information System. School City is the Student Data Analysis System.	\$ 105,000
Provide interventions and supports to students not proficient, such as Guided Reading, guided math practice, support courses at the intermediate schools, before and after school academies, homework centers, summer programs, etc.	\$732,000	<p>Daily Guided Reading is provided for all students not at standard in reading in grades TK-6.</p> <p>Guided math instruction is provided to students who need additional assistance with a math concept within the classroom.</p> <p>IRead is a digital foundation reading program for K-2 and is offered at two schools.</p> <p>Dreambox is a K-8 math program driven by adaptive technology and is offered at eleven schools.</p> <p>Elevate math class provided for students in 8th grade on 16 Saturdays at Davis throughout the year for a total of 48 hours.</p> <p>There are math support classes at each intermediate school for struggling students in addition to their Common Core Math class.</p> <p>We will continue to offer Elevate math and ALearn MAP classes to our incoming 6th, 7th, and 8th grade students this summer.</p> <p>From September 2014-January 2015 there were 23 after school Academies (language arts, math, or ELD) provided at 6 different schools. These academies served 344 students.</p>	\$ 890,408

			Rosetta Stone licenses are provided for 100 English Learner students who are at the CELDT 1 and 2 levels at all elementary and intermediate schools.	
Scope of service:			Scope of service:	
<u>  X  </u> ALL			<u>  X  </u> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
Supplemental: Hire and maintain highly qualified staff to test English Learners on the California English Language Development Test (CELDT) to ensure the results are accurate. Purchase and maintain a data analysis system like School Plan so staff can accurately analyze CELDT and CAASPP student performance and adjust instruction.	\$76,697		CELDT Trainers and Testers: 8 ELTPs trained the following on the CELDT administration and scoring: 4 new ELTPs, 3 Intermediate ELD Teachers, 12 ELD IAs, and 17 additional CELDT testers for the August-October testing period. The CELDT team administered the CELDT test.	\$ 76,697 .
Supplemental: Provide intervention systems for English Learners such as System 44, READ 180, ELD after school academies, and 30 minutes of designated ELD within the classroom. Students not at proficient within the Title 1 Schools will also have access to Supplemental Educational Services (SES) programs selected by the parents at the school.	\$256,638		READ 180 and System 44 as intensive intervention are provided to the ELs at the 4 Title I elementary schools and all of the intermediate schools.  Designated and Integrated ELD is provided daily.  After school academies are provided as language arts, ELD, or math interventions for ELs. From September 2014-January 2015 there were 23 after school academies provided, serving 344 students at 6 different schools. SES: A Parent Faire with the SES vendors was held on November 10, 2014 at Miner School. Up to 379 students who are not proficient at the 4 Title I schools will receive services from selected SES providers.	\$ 129,185

Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>By giving the SBAC interim assessment, teachers found that students need to develop communication and writing skills when justifying answers on the computer test. For example, students often typed short responses rather than five paragraph essays. We will also give the Interim Assessment earlier in the year when it becomes available. We are reviewing the Grade 2 Diagnostic Assessments that the State approved for implementation next year. We need to research additional ways to provide new teachers training in Guided Reading. Offering the one afternoon training is not enough.</p> <p>Online intervention programs such as Dreambox, iRead, READ 180/System 44 provide strong growth results for students. Cost of some ELA intervention programs are very expensive so we will continue to research and review possible intervention programs.</p> <p>ALearn and Elevate intervention programs have also increased their cost again. We are waiting for evidence that these summer programs provide accelerative student success in CCSS.</p>	

Original GOAL from prior year LCAP:	5. Oak Grove will accelerate the proficiency of Hispanic, English Learners, African American, Special Education, Low-Income students, and Foster Youth.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> _ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

<b>Expected Annual Measurable Outcomes:</b>	We will determine the annual progress targets based on the baseline data. These targets will include acceleration for the sub-groups within Oak Grove that are underperforming.	<b>Actual Annual Measurable Outcomes:</b>	97% of the students in grades 3-8 took the CAASPP Smarter Balanced Interim and Summative Assessments. These results will provide baseline data for comparison in 2015-16.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide intensive interventions and supports to specific subgroups that are not at proficiency, such as System 44, Read 180, before and after school academies, and Extended School Year classes.	\$97,486	<p>READ 180/System 44 is available for students with disabilities at eleven schools and for English Learners at seven schools.</p> <p>After School Education &amp; Safety Program (ASES) is an extended day program offered at six schools. ASES focus is on supporting low socio-economically disadvantaged students. Services are provided by the YMCA and Boys and Girls Club organizations.</p> <p>Supplemental Educational Services are offered to students and parents at the four Title I Schools. The SES program is based on parent choice.</p>	\$ 97,786
Provide the least restrictive learning environment for students with special needs, 504 Plans, or Individual Educational Program (IEPs). Hire highly qualified staff, such as Resource Specialists, Special Day Class Teachers, Psychologists, Speech and Language Therapists, Instructional Assistants, Occupational Therapists (OT), Applied Behavioral Analysis (ABA) services.	\$12,932,764	<p>Speech/Language: Students diagnosed with speech and language impairments (articulation, abnormal voice, fluency, and /or language disorder), may receive services from the Speech, Language, and Hearing Specialists. Some students receive unduplicated services, while others may receive additional services by another specialist depending on needs.</p> <p>Resource Specialist Program: After necessary modifications of Level I and Level II Response to Intervention strategies in the general education classroom have been implemented, monitored, and reported to the parent, an assessment for eligibility for special education services may occur. When students meet eligibility criteria, where the Individualized Education Program (IEP) team finds a severe discrepancy between measures of intellectual ability and at least one area of achievement, they may receive services in the Resource Specialist Program (RSP). Additionally, the RSP</p>	\$ 12,750,612

<p>Special Education Program description for County Special Education Programs The Santa Clara County Office of Education's Special Education Programs serves as a partner with the county's public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, paraeducators, psychologists, nurses, support staff and</p>	<p>\$ 5,215,143</p>	<p>instructional assistant may provide assistance to the student in either a pull-out or push-in model to the general education setting. Adapted Physical Education (APE) or Occupational Therapy (OT): When students meet eligibility for physical or orthopedic impairments, APE or OT may be utilized. Psychologist Services and Counseling Support Services: Students with a need for psycho-educational testing receive the evaluation from the school psychologist. Psychologists may also provide counseling for students as determined by the IEP team. Psychologists provide support to the general education teacher regarding appropriate behavior intervention techniques in the classroom as well as accommodations for students receiving 504 plans.</p> <p>Students are provided learning experiences and instruction in the least restrictive environment as per Individuals with Disabilities Education Act (IDEA). After classroom and intervention options have been utilized and monitored, students by IEP team decision may be placed in a more restrictive environment, such as a Special Day Class. The frequency and manner of service for all delivery systems are identified through the Individualized Education Program (IEP) process. A coach has been hired to focus on working with Special Education teachers.</p> <p>The Santa Clara County Office of Education provided programs and services to students with special needs in Oak Grove.</p>	<p>\$ 7,796,029</p>
--	---------------------	---	---------------------

administrators.				
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with IEPs</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with IEPs</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>READ 180/System 44 is providing growth for both students with IEPs and EL students. We need to explore other technology such as Apple iPad applications that would be appropriate for the more severe student population.</p> <p>With all of the changes in CCSS and SBAC, we continue to look for avenues to work with staff on an academic Response to Intervention model. We purchased a book for the Leadership Team, but found that the overwhelm of change has prevented us from reading and discussing the RtI model. We believe this is a critical aspect of student success, and allowing students to remain in the least restrictive environment.</p>		

GOAL from prior year LCAP:	English learners.		1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	We will meet all AMAO Targets: 1. Increase CELDT levels. 2. Increase CELDT proficiency. 3. Increase on CAASPP ELA and Math Tests after the baseline data.		<p>AMAO 1 - Percentage of ELs Making Annual Progress in Learning English - Percent meeting AMAO 1 in Oak Grove is 60%. (The State target is 59%)</p> <p>AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT - Percent meeting AMAO 2 in Oak Grove is 28% for less than 5 years cohort. (The State target is 22.8%)</p> <p>Percent meeting AMAO 2 in Oak Grove is 48% for five years or more cohort. (The State target is 49%)</p> <p>AMAO 3 - Adequate Yearly Progress for EL student group in English Language Arts and Math. We do not have results in this area because students will be taking Smarter Balanced for the first time this Spring.</p> <p><b>Preliminary 2014-15 Annual Measurable Achievement Objectives:</b></p> <p>AMAO 1 - Percentage of ELs Making Annual Progress in Learning English - Percent meeting AMAO 1 in Oak Grove 59.9%. (The State target is 60.5%)</p> <p>AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT - Percent meeting AMAO 2 in Oak Grove is 29.2% for less than 5 years cohort. (The State target is 24.2%)</p> <p>Percent meeting AMAO 2 in Oak Grove is 52.8% for five years or more cohort. (The State target is 50.9%)</p>
		Actual Annual Measurable Outcomes:	

			AMAO 3 - Adequate Yearly Progress for EL student group in English Language Arts and Math. We do not have results in this area because students will be taking Smarter Balanced for the first time this Spring.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers will infuse the California English Language Development (ELD) Standards in all content areas. There will be designated ELD instruction in all classrooms, and infuse integrated ELD strategies in all content areas. Professional development will be provided to support teachers in learning and implementing the ELD Standards.	\$15,000	English Learners receive instructional support in developing proficiency in English language and literacy as they engage in all academic content areas. The strategies used are SEAL in grades TK-3, Constructing Meaning in 7-8, PBL scaffolding in grades 4-6, Math Talks in TK-8.	\$ 15,000
Hire and maintain high quality English Language Teacher Partners (ELTP)/ELA and Math Coaches and English Language Development (ELD) Instructional Assistants (IA) who will provide English Learners and teachers support in English language acquisition strategies and programs. Standard levels of technology will be available for all students including our English Learners, Low Income students, and Foster Youth.	\$450,000	Staff provide English Learners 30 minutes of designated English Language Development (ELD) where students are expected to deepen their academic English.	\$ 450,000
Provide staff professional development regarding instructional strategies that support English Learners with 21 <sup>st</sup> Century CCSS and English proficiency such as Sobrato Early Academic Literacy (SEAL), Project Based Learning (PBL), Constructing Meaning, designated English Language Development, Read 180. All students will have access to a technology rich environment in the teaching and learning of CCSS.	\$225,000	English Learners have full access to high quality language arts, mathematics, science, and social studies content as well as other subjects. This may be done through integrated ELD using strategies in Sobrato Early Academic Language (SEAL), Project Based Learning (PBL), or Constructing Meaning. Staff are provided professional development in designated and integrated English Language Development (ELD) by	\$ 225,000

		English Language Teacher Partners (ELTPs). New teachers are provided training on these strategies within the Oak Grove School District (OGSD) Induction Program and given opportunities to implement strategies within the classroom.	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Supplemental: Hire and maintain highly qualified staff to test English Learners on the California English Language Development Test (CELDT) to ensure the results are accurate. Purchase and maintain a data analysis system like School Plan so staff can accurately analyze CELDT and CAASPP student performance and adjust instruction.	\$76,697	CELDT Trainers and Testers: 8 ELTPs trained the following on the CELDT administration and scoring: 4 new ELTPs, 3 Intermediate ELD Teachers, 12 ELD IAs, and 17 additional CELDT testers for the August-October testing period. The CELDT team administered the CELDT test.	\$ 76,697
Supplemental: Provide intervention systems for English Learners such as System 44, READ 180, ELD after school academies and 30 minutes of designated ELD within the classroom. Students not at proficient within the Title I Schools will also have access to Supplemental Educational Services (SES) programs selected by the parents at the school.	\$256,638	<p>READ180 and System 44 as intensive intervention are provided to the ELs at the 4 Title I elementary schools and all of the intermediate schools.</p> <p>Designated and Integrated ELD is provided daily.</p> <p>After school academies are provided as language arts, ELD, or math interventions for ELs. From September 2014-January 2015 there were 23 after school academies provided, serving 344 students at 6 different schools.</p> <p>SES: A Parent Faire with the SES vendors was held on November 10, 2014 at Miner School. Up to 379 students who are not proficient at the 4 Title I schools will receive</p>	\$ 256,638

				services from selected SES providers.			
Scope of service:				Scope of service:			
__ALL				__ALL			
OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____				OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>SEAL has been very successfully implemented. We need to find a means to enhance the reading foundation skills in grades TK-3 which aligns with SEAL strategies.</p> <p>We need to provide specific coaching in PBL to ensure all the essential components are implemented with rigor and relevance.</p> <p>We hope to move the intermediate schools to Block Scheduling and implement Project Based Learning rather than Constructing Meaning. Or we need to determine how to provide more training and coaching in Constructing Meaning to ensure all EL students receive the academic language strategies necessary for success.</p>					

Original GOAL from prior year LCAP:	7. All teachers will actively engage students in their learning in order to be ready for high school courses, college and careers.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Monthly student attendance will be analyzed to ensure every school has a 98% attendance rate. Principals and administrators will complete monthly classroom walk throughs to ensure 90% of the students are actively engaged in their learning experience.		Actual Annual Measurable Outcomes:	School attendance is 97.41% as of December 5, 2014. The graduation rate will be determined in June of 2015. Principals complete daily, weekly and monthly classroom walk throughs and report 80% of students are engaged in CCSS learning.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide professional development for staff. Monitor culturally responsive teaching practices and culturally relevant materials to ensure all students are engaged in the learning.	\$70,000	Engage NY Math trainings held in the District. Santa Clara County Office of Education (SCCOE) offered Common Core math trainings for K-2 and 3-6 teachers. College Preparatory Mathematics (CPM) trainings offered for Intermediate math teachers. Project Based Learning Units are designed with the students' interests in mind on topics such as their culture. Sobrato Early Academic Language (SEAL) materials and practices are being implemented at 12 sites. Induction Academies and New Teacher work is focused on equitable practice.	\$ 70,000	
Hire and maintain Community Liaisons and a Safe School Specialist who focus on student attendance and family support. Provide students and family mental health services when appropriate.	\$298,213	Safe School Specialist and Community Liaisons are available to support families. Mental Health services are offered at all schools by social worker interns and counseling centers.	\$ 206,853	

<p>Hire and maintain nurses and health clerks who support students with health concerns. Explore ways to increase the Health Clerks hours.</p> <p>Provide an alternative learning environment for students who have frequent disciplinary concerns.</p>	<p>\$739,103</p> <p>\$32,000</p>	<p>We increased Health Clerk hours from 4 hours to 6 hours per day. There are two full time nurses, plus two part-time nursing service contracts.</p> <p>We are continuing to explore options for alternative environments for suspended students. We have a decrease in the number of students being suspended. As of December 2013, there have been 4,327 behavior events reported. As of December 2014, there have been 687 behavior events reported. The behavior events reported have decreased by 84% at this time. As of December 2013, there have been 9 administrative placements due to discipline. As of December 2014, there have been 6 administrative placements due to discipline. The administrative placements have decreased by 33%. The 8th Grade Survey is administered in May. California Healthy Kids Survey was taken in 2013-2014 and will be taken again in 2015-2016.</p>	<p>\$ 739,103</p> <p>\$ 16,440</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We continue to notice the need to ensure Culturally Responsive and Relevant strategies embedded in SEAL, PBL, Engage NY, and CCSS instruction. This conversation needs to be embedded rather than seen as a separate professional development activity. We still find that specific sub-groups are not getting access to compacted courses, or are being sent from the classroom to the principal.</p>		

Original GOAL from prior year LCAP:	8. All students, staff and community will contribute to a positive, predictable, consistent and safe learning environment.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	There will be a decrease by 5% in the number of behavior events, suspensions, administrative placements, and expulsions within and outside of Oak Grove.		Actual Annual Measurable Outcomes:	<p>From August to December 2013, there have been 317 suspensions. From August to December 2014, there have been 197 suspensions. The number of suspensions has decreased by 62%.</p> <p>As of December 2013, there were 0 expulsions. As of December 2014, there have been 6 expulsions. We will continue to monitor expulsions through the end of the year.</p>
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implement Positive Behavioral Interventions and Supports (PBIS) at all Oak Grove Schools. Support and provide coaching on the three tiered Responsive to Intervention (Rtl) approach.	\$6,000	There are three .5 FTE PBIS coaches who provide training in PBIS implementation, the Function of Behavior, ADHD, Bully-proofing, and Check-in, Check-out.	\$ 6,000	
Train Noon Duty personnel in PBIS.	\$1,800	The PBIS coaches provide noon duty training at the sites based on principal requests. This year there have been four trainings.	\$ 1,800	

Provide After School Sports at all three intermediate schools. Explore ways to expand the program to include more students and coaches.	\$16,747	After school sports is provided at all the intermediate schools and was extended to include "B" Teams this year.	\$ 16,747
Begin to explore a list of lunch time and after school activities and clubs that engage students. Research additional activities.	\$1,000	Five schools are implementing Recess 101 and Playworks and are sharing with other schools.	\$ 1,000
Recognize students who positively contribute to school with diverse award ceremonies.	\$10,000	Student recognition included: <ul style="list-style-type: none"> <li>• Every Student Succeeding Awards</li> <li>• Hispanic Student Awards</li> <li>• Dream Keeper Awards</li> <li>• English Proficiency Celebration for EL students</li> <li>• Bilingual Program Celebration</li> <li>• All schools acknowledge students daily, weekly, and monthly through PBIS.</li> </ul>	\$ 10,000
Hire and maintain highly qualified counselors at the intermediate schools to support students both academically and socially. Provide additional psychologist support at the schools with the greatest need.	\$885,707	Each intermediate school has two full time counselors. There is one itinerant counselor. Psychologists were increased to include one bilingual psychologist. A full-time social worker has been hired who also supervises social worker interns.	\$ 885,707
Update and implement Safe School Plans with regarding student safety and emergency procedures. Conduct monthly evacuation drills and annual Lockdown Drills. Purchase emergency supplies for the schools in case of an earthquake or other disaster.	\$21,100	All schools updated their Safe School Plan by November 30, 2014. Schools conduct monthly drills. On October 16, 2014, the District held an emergency preparedness drill.	\$ 21,100

Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Supplemental: Provide an annual English Proficiency Celebration for English Learners who have been reclassified English proficient based on the CELDT, CAASPP tests, and district benchmark assessments.	\$2,000		On April 16, 2015 there will be a celebration ceremony recognizing the reclassified students for 2014-15. The families are invited to the celebration. We anticipate 300 to 400 students will receive recognition.  On March 19, 2015 there will be a celebration of the Bilingual Programs at Christopher, Edenvale, and Stipe schools.	\$ 2,000	
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Student behavior events and suspensions have been decreased. The positive approach of acknowledging students with clear expectations have created these results at all schools.</p> <p>We continue to see an increase in students needing Tier 3 Behavior Support or mental health services. There is an increase in students threatening suicide. We also had an increase in student expulsions.</p>				

Original GOAL from prior year LCAP:	9. All students will have access to high quality and Innovative learning opportunities to prepare for high school courses, college and careers.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Decrease by 5% the class placement in support classes in the intermediate schools, and remedial courses at the high school compared to accelerated classes such as math compacted courses.		Actual Annual Measurable Outcomes:	<p>All students in Oak Grove have access to CCSS courses. In math, some students also have a support class to assist them.</p> <p>Students enrolled in support math courses in 2014-15: 196 students compared with 288 students in 2013-14. We are discussing with counselors the number of support classes needed for next year.</p> <p>The Oak Grove courses at the intermediate schools are aligned with East Side Union High School District math courses. In 2015, 8th grade students with a D or F in either ELA will take a placement test. All grade 8 students will take a math placement test for 9<sup>th</sup> grade.</p> <p>The demographics of students in compacted classes: 49% Female, 51% Male, 73% Asian, 4% African American, 19% Hispanic, 25% White. Note: some students have two or more races selected, which is why the total is greater than 100%. As of February 2015, there are 282 students enrolled in System 44 and 217 students enrolled in READ 180.</p>
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide all students with access to quality courses and field trips in English language arts, math, science, history-social science, physical education, and electives. Students will	\$595,000	<p>We provided all K-6 teachers with Engage NY materials for both ELA and math.</p> <p>We hired a Physical Education itinerant teacher for The</p>	\$ 595,000	

have access to multi-media tools. Review student and school hours to optimize student learning.			Academy, Indigo, and the Christopher Science, Technology, Engineering and Math (STEM) program. EdTech Conference had information about green screens and online digital media tools. Intermediate Schools are exploring Block Scheduling for next year.		
Assess students to determine if they are gifted and talented. Provide Gifted and Talented Education (GATE) students differentiated instruction and opportunities to enhance their educational experiences. Continue GATE information meetings for teachers and parents.		\$41,063	All 3rd grade students took the Raven test. All 2nd year teachers received Differentiated Instruction. Two GATE Parent Information Nights held to keep the parents updated and involved. GATE criteria changed this year due to the change from STAR to CAASPP.		\$ 41,063
Provide Visual and Performing Arts (VPA) to all students in grades 4-5 for ten weeks annually. Hire an additional teacher to expand the VPA program to grade 6. Provide opportunities for students in these grades to participate in choir or instrumental music after school. Implement Music for Minors in the Title 1 Schools, and expand music opportunities in grades TK - 2 in future years.		\$ 312,060	All 4th graders receive 10 weeks of Recorder instruction. Advanced Recorder students are provided an Honor Recorder after-school program. All 5th graders receive 10 weeks of Vocal Music instruction. Advanced Vocal Music students are provided 2 advanced classes after school: School Chorus and Honor Chorus In 2014-15 we hired an art teacher who provides art to 5th and 6th graders. We increased the opportunity for students to have music. Music for Minors teaches 2nd and 3rd grades at the 4 Title I schools. In addition, Music for Minors is providing classes at several sites funded by PTA. Community School of Music and Art (CSMA) is providing art classes at several sites funded by PTA or a grant from Silicon Valley Education Foundation (SVEF).		\$ 312,060
Scope of service:			Scope of service:		
<u>  X  </u> ALL			<u>  X  </u> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Supplemental: All students including English Learners, Low income students, and Foster Youth will have access to GATE or extended learning opportunities at their school sites or at the district level. All students will have access to grade level or higher courses at the intermediate school.		\$41,063	EL and FEP students are identified as GATE through a modified criteria rubric. Students have an additional opportunity to be identified as GATE through a Student Success Team (SST) process recommended by teacher or parents. All 2nd-year teachers and teachers new to Oak Grove were trained in Differentiated Instruction. GATE teacher representatives were given resources they could access to provide after-school enrichment at sites. GATE parents were given resources to provide after-school enrichment. GATE parents were invited to an art workshop on January 21, 2015 to make-and-take a project to their site.		\$ 41,063
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Increasing the arts has proven to be successful. We see the evidence of art infused in PBL and SEAL. We need to determine how to provide staff the necessary training and materials for the Next Generation Science Standards while continuing to support staff with the CCSS ELA and math instructional shifts. Students are able to participate in the 4 Cs (critical thinking, communication, collaboration, and creativity) through the arts.			

Original GOAL from prior year LCAP:	10. All students will be provided rigorous learning experiences: other languages and cultures, the arts, physical education, STEAM, and biliteracy.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Based on the 2013-14 School Choice Interest Survey, an additional school choice option will be planned during the 2014- 15 school year.		Actual Annual Measurable Outcomes:	Parent Interest Survey revealed that the following percentage of parents would enroll their children in the following programs: <ul style="list-style-type: none"> <li>• 19% Dual Language</li> <li>• 25% International Baccalaureate</li> <li>• 33% Visual and Performing Arts</li> <li>• 33% New Tech Approach/PBL</li> <li>• 45% Science, Technology, Engineering, Art, and Math (STEAM)</li> </ul>
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue to provide students and parents choice alternative programs such as K-8 Indigo, 5-8 AdVenture, Independent Study Program (ISP) and 7-8 Christopher STEM.	\$335,412	Parents and students have the opportunity to apply for one of the following programs. Parents are invited to attend an information night to collect detailed information about these programs. <ul style="list-style-type: none"> <li>• Independent Study Program</li> <li>• K-8 Indigo</li> <li>• 5-8 AdVenture STEM</li> <li>• 7-8 Christopher STEM</li> <li>• TK-3 Bilingual programs at three Title I Schools</li> <li>• Two-Way Bilingual Immersion Program</li> </ul>	\$ 335,412	
Explore and expand to other student and parent choice programs.	\$1,000	A parent survey was completed in the spring of 2014.	\$ 1,000	

<p>Collaborate and plan with the East Side Alliance (East Side Union High School District and seven feeder districts) on innovative ways to provide professional development, curriculum, assessments, and other student supports across all districts.</p>		<p>\$10,000</p>	<p>Survey results indicated an interest in providing our families with a Dual Language educational choice. The Board of Trustees approved the implementation of a Two-Way Bilingual Immersion Program beginning in 2015-16 with two or three kindergarten classes. Each subsequent year, another grade level will be added until the program serves students K-8.</p> <p>We are providing more parent choice with:</p> <ul style="list-style-type: none"><li>• A Two-Way Bilingual Immersion Program for the 2015-16 school year.</li><li>• Transitional Kindergarten (TK) - In 2015-16, we will have 9 TK programs across the District and 1 TK Bilingual program.</li></ul> <p>As part of the East Side Alliance (ESA), we participated in administering a common 8th grade pre-assessment. We will do a post-assessment later this year as well as participate in grading calibration meetings.</p> <p>We participate in quarterly meetings with ESA. We have 2 ESA Professional Learning Communities (PLCs): a K/1 PLC and an 8th grade PLC.</p> <p>The ESA also sends out surveys to gather information about how best to serve the alliance.</p>	<p>\$ 10,000</p>
Scope of service:			Scope of service:	
<p><u>  X  </u> ALL</p>			<p><u>  X  </u> ALL</p>	
<p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient</p> <p><u>  </u>Other Subgroups:(Specify)_____</p>			<p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient</p> <p><u>  </u>Other Subgroups:(Specify)_____</p>	

Supplemental: Continue to provide the Spanish bilingual TK-3rd classrooms at three schools. Explore and research how to implement a Dual Language program or school in Oak Grove School District.		\$5,000	At 3 schools (Christopher, Edenvale, and Stipe): a K-3 Bilingual Program is offered to students. These teachers participate in the SEAL professional development model.  Two-Way Bilingual Immersion (TWBI) Program <ul style="list-style-type: none"> <li>The Board has approved that we open a TWBI Program in fall 2015 along with a Resolution for the Seal of Biliteracy. The program will open with 2 or 3 kindergarten classes and a 90-10 model will be implemented.</li> <li>The Association of Two-Way and Dual Language Education is providing support and technical assistance in this endeavor.</li> <li>Parent Information Nights will be held January-March, 2015 to gather interest in the program.</li> <li>Human Resources will be posting the open positions in and out of the District.</li> </ul> All teachers in this program will be trained in the SEAL model.		\$ 5,000
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We need to continue to examine if physical education is being implemented in all classrooms for the required minutes.  We have been able to expand parent choice to a two-way immersion program. This program will take a great deal of planning and implementation in 2015-16 starting with two or three kindergarten classes.  We would like to explore a New Tech STEAM program or school for 2016-17.			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 6,487,837
<p>The 2015-16 estimated supplemental LCFF money is \$6,487,837 based on step five of the LCFF formula. We will use these funds to provide English Language Teacher Partners (ELTPs), and professional development to teachers in the four Title 1 Schools, and eight other elementary schools with the largest number of English learners and socio-economically disadvantaged youth. We hope to expand this approach to two additional elementary schools.</p> <p>There is a systemic need for academic support at all schools due to the high levels of ELs throughout the system. Oak Grove has a minority population of 81%, and 28% 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 400 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-8<sup>th</sup>. 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.</p> <p>We will also purchase 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.</p>	

- 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.

8.76	%
<p>The percent of the LCFF funding for Low Income Pupils, Foster Youth, and English Learners is 8.76% 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.</p> <p>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.</p>	

## 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).