

Introduction:

LEA: Oak Grove School District

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LCAP Year: 2014-15

Local Control and Accountability Plan

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities:

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1. How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2. How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4. What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5. What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6. In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>In the fall of 2013, all stakeholder groups, teachers, and the Board of Trustees received information on Oak Grove student performance on the Standardized Testing and Reporting Content Standards Tests (STAR CST) and California English Language Development Test (CELDT) at various meetings and presentations. The data was disaggregated by sub-groups with a specific focus on English Learners, Hispanic and African American students, Special Education students, and students in Title 1 Schools due to Program Improvement.</p> <p>There were opportunities for Leadership Team, classified staff, teachers, and parents to provide input to the LCAP.</p> <p>At each meeting, there was a presentation about the LCFF and LCAP. There were eight large charts (one for each of the State Priorities) posted with possible goals statements, and examples of actions from the current Oak Five-Year Plan. At the meetings, participants walked to each of the eight charts and posted input and questions regarding the eight priorities, goals and added to the actions.</p> <p>March 26, 2014 Leadership Team with all principals, ESD administrators and classified supervisors and managers.</p> <p>Leadership Team Inputs:</p> <p>30 Technology</p> <p>25 Professional development for staff</p> <p>19 Innovative programs (dual immersion, SEAL)</p>	<p>The Goals, Actions and Expenditures: Consensus by Constituency: The stakeholders across all groups gave the most notes to:</p> <p>Technology (e.g. purchase more devices hardware and programs, training for all staff, hire more IT staff, add more to classrooms, technology in the library, improve district website, School Loop, effective ways to communicate with parents)</p> <p>Smaller class size</p> <p>Arts, music, physical education, and extra-curricular courses</p> <p>Improved facilities and safety (e.g. HVAC, locked doors, buzzers, emergency codes at front desk, pest control, cleaner student restrooms, portables, remodel kitchens)</p> <p>Professional Development for staff; hire coaches (e.g. technology, math, literacy, special education)</p> <p>Curriculum materials and resources for Common Core State Standards</p> <p>Innovative programs like STEM, STEAM, Dual Language</p> <p>Library improvements (e.g. more time, technology, CCSS aligned books)</p> <p>Teachers who are fun, not strict and engage students</p> <p>Mental Health services K-8 for students and families</p>

15	Coaches (e.g. special ed, technology, literacy, math)	Parenting support, classes
10	Support staff (e.g. psychologists, Aps, community liaisons, noon duty)	Project based learning, real world and hands on experiences for students
13	Facilities	Tutoring, mentoring, and support for students
12	Parenting support	<u>Due to the budget constraints and negotiated items, the inputs that is not found in the LCAP are:</u>
11	Interventions	Boundary changes - this may be a future discussion based on changes with the addition of new housing on Cottle.
7	CCSS materials	No Combo Classes - not fiscally prudent at this time.
7	Class Size Reduction	Twitters from the Superintendent - there are other means of communication with the Superintendent, such as email, phone calls, and the Report Card comments.
7	Afterschool sports, lunch programs	Grade 8 Student Exhibits and Presentations - this may be a future discussion as staff and students are implementing Common Core and the 21st Century Skills.
6	Outreach (e.g. walk-a-thon)	Science labs at the elementary schools - students participate in science experiences based on the standards within the classroom setting
6	Extended school day and summer school	Assistant Principals at all elementary schools - this would increase the amount of administrative costs in the budget
4	Visual and performing arts	An instructional assistant for every teacher - due to budget constraints
3	PBIS	A teacher rotation system - this is a negotiated item
3	Increase salary and benefits	Three teachers at every grade level in all schools - not fiscally prudent at this time; this would also require the closing of smaller schools
3	Celebrations	Year round school - this is a negotiated item
2	21st Century skills	Zero period at the intermediate schools - this is a negotiated item
2	Discipline	Saturday School - the intermediate schools once had Saturday School, but students did not show up. The disciplinary measure moved to a Friday School.
2	Drug prevention programs	Open the school library more - the libraries are currently open throughout the school day to teachers and students. In order to open them after school hours would require additional staff, and it is a negotiated item
1	Preschool	Homework does not work so no homework - homework is being modified due to Common Core Standards
1	Staff evaluations	As a kindergarten through 8th grade district, we do not administer the California High
1	Mainstreaming for Special Education	
April 3, 2014	District Advisory Council (DAC - parent representative from each school)	
	<u>DAC Inputs:</u>	
16	Arts, Music and Sports (e.g. VPA, woodshop, drama, speech class, auto)	
10	Technology (e.g. on line resources)	

8	Smaller class size	School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California , or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.
7	After school (tutoring, sports, arts)	
6	Classroom resources for instruction	
5	Positive school culture	
4	Parent education	
4	Counseling (e.g. prevention for suicide, bullying, etc.)	
4	Support for GATE (resources at the school, districtwide led, fundraising)	
4	Social media (twitter the superintendent)	
4	Professional development for staff (e.g. differentiation)	
3	Social events for parents	
3	Incentives for absences	
2	Boundary changes	
2	Health (e.g. CPR, EpiPen training)	
2	Project based learning	
2	No combo classes	
2	Child care at meetings	
2	Testing alternatives for students	
2	Noon duty training and more noon duty	
2	STEM	
1	Increase salaries for staff	
1	Equity	
1	Continue district wide parent meetings	
1	Translators	
1	In-school suspension center(s)	

1 Language programs

April 9, 2014 Hispanic and Latino parent group (**HABLA** - parent representation from each school)

HABLA Inputs:

20 More support classes for struggling students such as PE, art, after school programs, GATE, STEM, homework center

11 Security, with background checks, in bathrooms and in school perimeters in general

9 Presentations for parents on how to work with middle school students, around common core standards,

9 Create college mindset, career day, presentations, college mentors and speakers of a variety of professions

4 Technology, smart boards, email systems for parents, School Loop for K6, testing programs

4 More opportunities for parents to get involved

3 Full time health clerks

3 Better substitute teachers

2 Discipline, stop moving students around and find a solution to the problem

2 Teacher professional development

1 Building maintenance

1 Teacher benefits

1 Class size reduction

1 Award positive behavior

April 11, 2014 **District Office Staff** (representatives from Human Resources, Business, Educational Services, Instructional Technology, Transportation, and the Superintendent's Office)

District Office Staff Inputs:

42 Technology (training for all staff, hire more IT staff, added to classrooms,

	improve district website, School Loop, affective ways to communicate with parents,
29	More alternative programs (e.g. performing arts magnet, Valdez math, summer school, reading lab, wood shop, home economics, STEM, GATE academies)
23	Improve facilities and safety (e.g. locked doors, buzzers, emergency codes at front desk, pest control, cleaner student restrooms, portables, remodel kitchens)
19	Mentoring and tutoring for students (e.g. college, business, high school partnerships)
13	Parent social events and rewards
12	Improve salary and benefits for employees
11	Performing Arts Magnet School
10	After school sports
9	Parent education
9	PBIS, bully prevention
8	Increase community liaisons
8	Fairs (diversity and inclusion, health/wellness, community resources, multi-cultural)
8	Class size reduction
7	Improve wages and training for subs
6	In-school suspension
5	Differentiate training for teachers (e.g. summer)
4	Improve district culture among departments
4	Increase Health Clerk hours
3	Open school libraries more
3	CPR training
2	Before school breakfast
2	Translators

1 Project based learning

1 Training for classified staff

1 Physical education

April 15, 2014 District English Language Advisory Council (**DELAC**) School Site Council (**SSC**) Representatives, African American **Koffee Klatch** Representatives, Home and School Club (HSC)/Parent Facility Club (**PFC**) parents and community members

DELAC, HSC/PFC, Koffee Klatch, SSC Parent Inputs:

39 Technology ideas

14 Professional development, training for staff on CCSS and curriculum

6 Change school hours

5 After school programs, enrichment

5 STEM

5 District and school websites updated

5 Parent trainings or parent nights

5 CCSS curriculum and materials

4 Increase teacher pay

4 Increase yard duty pay

4 Project Based Learning

4 PE teachers or experiences at elementary schools

4 Vocational classes at middle school

4 Electives like Chinese, Spanish I, Spanish II, Tech Shop

4 Counseling

4 Grade 8 exit exam, presentation or exhibit

3 Reward and retain good teachers

3 Programs or training to help ADD/ADHD children

3	Childcare
3	Parent guest lectures or college student presenters
3	Dual Immersion
3	IT Team, staff at each school or hub
3	PBIS and assemblies
3	Mentor or volunteer programs (e.g. 100 Blackmen of Silicon Valley)
3	Class size reduction
3	Restorative justice
2	Saturday School
2	Detention center or in-school suspension
2	Teacher parent goal setting conference
2	Music for all students
2	Science lab (elementary and middle school)
2	Increase Health Clerk hours
2	Have a student survey
2	More time at meetings
2	Corporate sponsors at the schools
1	Pay for all staff
1	Path for non-college students
1	Assistant Principal at all K-6 schools
1	3 teachers at every grade level in elementary
1	Photo directory of DO staff at schools
1	Secure schools
1	Improve facilities like bathrooms

1 Instructional Assistant for every teacher

1 Teacher rotation system

1 School Loop K-8

1 Surveys

1 Communication in languages

1 Cultural activities

1 Homework does not work

1 Study skills

1 Read and Math 180

1 Benchmarks aligned to CCSS

1 Reward students

1 Year Round School

1 Community service for students

1 College events

1 Lunchtime activities

1 Choice at all schools like art, music

1 Course for giving speeches

1 Zero period at 7/8

1 Clubs

1 Team teaching at 7/8

April 17, 2014 Student Advisory Council (**SAC** - one student representative from each school)

SAC Inputs:

45 Teachers who are fun not strict, engage students, have background checks,
etc.

28	Technology (for example iPads, computers, typing, etc.)
28	Electives, art, music, PE at elementary and middle schools
21	More projects and real life learning
18	Parents who can help at school, in the classroom and with homework
16	Safety drills and classes
15	Field trips to colleges, science camp, other states, etc.
15	Fun classes
12	Help for struggle students and English classes
12	Dodge ball
6	Smaller classes
5	Language and culture classes
4	Respect parents and students, be kind
4	Find careers earlier
3	Rewards for students
3	Parent nights or parent/student activities
2	Centers and special classes
2	Anti bully assemblies
2	STEM and STEAM
1	Professional development for teachers
1	Hispanic program
1	Student tours
1	After school or zero period at middle school
1	Jamba Juice or better lunches

April 30, 2014 Classified Staff focusing on California Schools Employee Association (CSEA) and American Federation of State, County & Municipal

Employees (AFSCME) leadership

CSEA and AFSCME input:

- 49 Library (technology, CCSS, more time)
- 21 Class size reduction
- 20 After school programs (cooking, science, history, GATE, sports)
- 18 Facilities improvement (bathrooms, kitchens, etc.)
- 17 Increase health clerks
- 17 Vocational shops (woodshop, auto), life skills, first aid and CPR
- 16 Professional develop for employees
- 16 Music, arts and sports
- 15 Technology
- 14 Security (e.g. gates)
- 10 Improved website
- 8 School Loop, homework hot line
- 8 Night custodians each night, supervision for night custodians
- 8 Food department management and menu revisions
- 8 Science labs
- 7 Classes for parents
- 7 Increase salaries
- 7 Sub training
- 6 Parent communication
- 5 Attendance clerks
- 5 Noon Duty training (CPR)
- 5 PBIS, TCI and more information trainings

5	Wellness classes
3	Babysitting
3	Parent activities
2	Bus for after school programs
2	Make sure Equity stays alive
2	ELD Center
2	Nurses
1	Lunchtime activities
1	Performing Arts Magnet
1	More Safe School Specialist
1	Physical Education
1	Second language classes in grades 4-8 Spanish, French
1	Transportation for general and special ed
1	Materials like Reading A-Z
1	Parent and Community Partnerships

April 30, 2014 Teachers and Oak Grove Educators Association (OGEA) Leadership

OGEA Input:

85	Class size reduction at all grades
62	Arts, Music, PE in schools during the day, after school, teachers on special assignment, kiln for each school, art vista
41	Mental Health services K-8 for students, families (help for Foster Youth)
38	Technology (computers, devices, printers, ink
33	Materials, curriculum, math text, CCSS, books, novels
31	Building upgrades and maintenance (HVAC, drinking fountains, bathrooms, clean air vents, painting, roofs)

27	Extra curriculum activities, after school clubs (history, drama, cooking, etc. with teachers stipends
26	Homework Centers, after school tutoring, small groups with teacher stipends and busing
24	High quality subs and training for subs
24	PBIS, Tier III with support plans, Playworks, Project Cornerstone
23	Eliminate combo, no combos in bilingual classes
21	SEAL
21	Vocational, career, life skills, tech classes
15	Honors a middle school? No! and not tracking
15	More counseling
14	High quality teachers and pay
14	More nurses
13	Increase classroom budgets
13	Foreign language at elementary school
12	SARB follow up and officer
19	Professional Development on CCSS (differentiated instruction)
17	VPA back at grade 6
11	Student awards in various ways and for attending school
11	Dual immersion, bilingual education support schools and programs
10	Multi-assessment measures (student growth, teacher judgment, fewer assessments)
10	More psychologist time
9	Safety at schools
9	Community Liaisons more (and in other languages: Korean, Filipino, and Vietnamese)

8	More IT support and people at schools
8	Increase Library time
8	Increase Health Clerk time
8	In-school suspension class or programs
7	Magnet Schools
7	More translators
7	Transportation for after school programs
7	Websites for district and schools
7	Family activities and training, town halls, honored, valued, refugee intervention, housing, etc.
7	Afterschool programs and full sports
6	Newcomer EL curriculum
6	Promotion vs graduation to cut down costs
6	Revisit school Choice
5	Reading specialist for ELL
5	Performing Arts School
4	Move grade 6 to middle schools
4	Assistant Principals at elementary schools
4	Update FLE to 21st Century
4	Teacher training on parent involvement
4	Math and reading recovery
4	Bilingual/bi-cultural instructional assistants
4	Family Science, Literacy, Math Nights
4	Science Camp funded by the district
3	CELDT qualified assessors, consistent, reevaluate the test

- 3 Parent volunteers at schools and way to increase this
- 3 Career Days at school
- 3 Full time Instructional Assistant in SDC
- 2 Anti-bully programs
- 2 Oak Grove Foundation with corporate sponsors
- 2 Science labs at elementary
- 2 Parent advocates
- 2 Bus from Oak Grove High School to middle school
- 1 Coaches
- 1 Reorganize into TK-3, 4-6, 7-8 schools
- 1 Four day school week for students with activities on fifth day so teachers have prep day
- 1 Boys and Girls Clubs at middle schools
- 1 Next generation science professional development
- 1 Breakfast programs
- 1 Response to Intervention

April 18 - 30 A District **LCAP Survey** posted on the district website so staff or parents not able to attend a meeting could also provide input.

LCAP Survey posted on the District website

- 73 Class Size Reduction
- 49 Technology (e.g. laptops, computers, and training)
- 34 Project based learning, hands on with science/history, real world
- 34 Music and art (drama) VPA education, physical education
- 28 Curriculum and materials
- 24 Professional development for teachers, CCSS

18	PBIS implementation, students know expectations
18	Dual languages, immersion schools, foreign language classes
12	Safe schools, security, fences, gates, police officers, back ground checks
11	Student being ready for college, guest speakers, field trips, being around college students
11	Parent activities, events and performances
10	Parent volunteers in the classroom, welcomed and invited
9	Parent teacher communication, School Loop, progress reports
9	Teacher pay
8	Parent training, parent nights, literacy math nights
8	Teacher planning and collaboration time
8	Counseling and psychologist to help students and families
7	CTAG, Equity, bring back Glenn, Edwin, Dr. Sharroky, Culturally Responsive Teaching
7	Clubs likes art, gardening, community jobs for students, buddies
7	Help for special education placements, and support
6	Vocational classes and electives, extra-curricular
6	STEM or STEAM
5	Retain students who are not at standard
4	Awards and rewards for students
4	Homework centers and tutoring
4	Improved facilities and more custodian time
4	Improved communication
4	Anti-bully and tougher penalties for bullies
3	ELD teaching and ELD Centers

3	SEAL
3	Field trips and guest speakers
3	Fun homework or home projects
2	Library hours
2	Science labs
2	Students know the four Cs communication, collaborate, critical think, create
2	More yard duty
2	Preschool like from the State
1	Support for bilingual families
1	Invite parents to School Board meetings
1	Health Clerk hours
1	Loop students keeping them together for three years
1	More reading and writing assignments
1	In-school suspension
1	GATE classes
1	No combos
1	Students public speaking classes
1	Project Cornerstone
1	No homework
1	Care and collaboration between teacher and parents
1	Teacher aids

May 8, 2014 - The input was typed up and presented to the Board of Trustees for information.

May 20, 2014 - The draft of the LCAP was presented to DAC and DELAC parent groups for additional input or revisions.

May 24, 2014 - The draft of the LCAP was presented to the Board of Trustees for information.

June 12, 2014 - The LCAP was presented at a Public Hearing to the Board of Trustees

June 26, 2014 - The final LCAP was presented to the Board of Trustees for approval.

Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1. What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2. What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3. What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4. What are the LEA's goal(s) to address locally-identified priorities?
5. How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6. What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7. What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8. What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9. What information was considered/reviewed for individual school sites?
10. What information was considered/reviewed for subgroups identified in Education Code section 52052?
11. In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Local Control and Accountability Plan - 2014-15

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Human Resources report on highly qualified teachers and paraprofessionals.</p> <p>Human Resources report on hiring, recruiting, and retaining staff compared to the student population.</p> <p>Annual State of California Williams Facility Inspection Tool to audit on schools rankings of good, fair or poor.</p> <p>All schools will meet AYP and API targets.</p>	Oak Grove will provide highly qualified employees, superior facilities, and CCSS aligned materials to ensure all students will meet their potential.	All	All	Students will receive quality instruction and best instructional practices from staff who are highly qualified. The facilities will be clean and safe to ensure students are focused on their learning. The materials will aligned to the CCSS standards to ensure students master the standards and are proficient on the CAASPP tests.	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.	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 Engaged New York, or other materials.	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 Engaged New York, or other materials.	Basic

Local Control and Accountability Plan - 2014-15

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Annual increase in student proficiency on the CAASPP ELA and Math Tests.*</p> <p>Increase of 5% student proficiency on district assessments (e.g. Rigby reading levels, writing scores across all subject areas, and student work or assessment for other subjects such as science, history-social science, physical education, etc.)</p> <p>*Criteria established by the state identifying proficiency levels and progress benchmarks will be reviewed to determine student growth.</p>	All students will be proficient in all subject areas.	All	All	The 2014-15 CAASPP tests (Smarter Balanced) will be the first year of baseline data on student proficiency on the CCSS.	We will determine the annual progress targets based on the baseline data.	We will meet the AYP and API targets for student progress.	We will meet the AYP and API targets for student progress.	Student Achievement

Local Control and Accountability Plan - 2014-15

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Annual increase in student proficiency on the CAASPP ELA and Math Tests.*</p> <p>Increase student proficiency by 10% on the district assessments (e.g. Rigby, writing, benchmarks, etc.)</p> <p>*Criteria established by the state identifying proficiency levels and progress benchmarks will be reviewed to determine student growth.</p>	Oak Grove will accelerate the proficiency of Hispanic, English Learners, African American, Special Education, Low-Income students, and Foster Youth..	Hispanic, EL, Afr. Am., Spec. Ed., SES	All	The 2014-15 CAASPP tests (Smarter Balanced) will be the first year of baseline data on student proficiency on the CCSS.	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 under-performing.	We will meet the AYP and API targets for student progress.	We will meet the AYP and API targets for student progress.	Student Achievement

Local Control and Accountability Plan - 2014-15

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Meet all AMAO targets: 1. Increase on CELDT levels. 2. Increase on CELDT English proficiency 3. Increase on CAASPP ELA and Math Tests.	Oak Grove will increase the English proficiency and reclassification of all English learners.	English learners	All	The 2014-15 CAASPP tests (Smarter Balanced) will be the first year of baseline data on student proficiency on the CCSS for the Annual Measurable Achievement Objective (AMAO) 3 for English Learners. The analysis will also include the CELDT results for AMAO 1 and 2 which relate to English proficiency.	English proficiency in speaking, listening, reading and writing is critical for the success of English Learners prior to high school, college and careers.	We will meet the AMAO, AYP and API targets for student progress.	We will meet the AMAO, AYP and API targets for student progress.	Student Achievement

Local Control and Accountability Plan - 2014-15

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Attendance rates of 98% or higher at all schools.</p> <p>Increase 8th grade graduation participation by 5%.</p> <p>Decrease discipline issues, suspensions and expulsion rates.</p>	All teachers will actively engage students in their learning in order to be ready for high school courses, college and careers.	All	All	By being at school and actively engaged in their learning experience in best practices such as Number Talks, collaborative groups, the use of technology, and other CCSS instructional shifts, student proficiency will improve.	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.	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 95% of the students are actively engaged in their learning experience.	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 100% of the students are actively engaged in their learning experience.	Pupil Engagement

Local Control and Accountability Plan - 2014-15

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Decrease the number of behavior events by 10% at each school</p> <p>Decrease the rate of suspensions and expulsions by 5%</p> <p>Decrease the number of students moved based on behavior to alternative schools or programs by 5%</p> <p>Revise the grade 8 student school climate survey.</p> <p>Analyze the California Healthy Kids Survey.</p>	All students, staff and community will contribute to a positive, predictable, consistent and safe learning environment.	All	All	Students will feel safe and will have a positive learning experience. Research shows that positive learning environments improve students' social-emotional skills, attitudes about self and others, connection to school, positive social behavior, and academic performance.	There will be a decrease by 5% in the number of behavior events, suspensions, administrative placements, and expulsions within and outside of Oak Grove.	There will be an additional decrease by 5% in the number of behavior events, suspension and expulsion rates, the number of administrative placements within and outside of Oak Grove.	There will be an additional decrease by 5% in the number of behavior events, suspension and expulsion rates, the number of administrative placements within and outside of Oak Grove.	School Climate

Local Control and Accountability Plan - 2014-15

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>All students will be appropriately placed in core curriculum.</p> <p>Decrease the number of students needing support math classes at the intermediate school by 5%.</p> <p>Continue to align courses with Eastside Alliance progression specifically for math placement.</p> <p>Monitor the class student demographics of the Math Compacted courses.</p> <p>Decrease the number of students needing Systems 44 and Read 180 by grade 4.</p>	All students will have access to high quality and innovative learning opportunities to prepare for high school courses, college and careers.	All	All	Students will have access to CCSS grade level courses without support or remedial courses so that they will have the opportunity to participate in other experiences such as music, second-language courses, art, etc.	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.	Decrease by an additional 5% the class placement in support classes in the intermediate schools, and remedial courses at the high school compared to for example math compacted courses.	Decrease by an additional 5% the class placement in support classes in the intermediate schools, and remedial courses at the high school compared to for example math compacted courses.	Course Access

Local Control and Accountability Plan - 2014-15

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Analyze the Oak Grove District School Choice Interest Survey.</p> <p>Increase the parent choice alternative programs.</p> <p>Increase the opportunities for students to have access to the arts and sports.</p>	All students will be provided rigorous learning experiences: other languages and cultures, the arts, physical education, STEAM, and bi-literacy.	All	All	The No Child Left Behind (NCLB) Act amended the Elementary and Secondary Education Act of 1965 in ways to strengthen parent involvement and choice in education. Oak Grove is committed to provide parents and students opportunities to participate in innovative and creative schools and programs within the district.	Based on the 2013-14 School Choice Interest Survey, an additional school choice option will be planned during the 2014-15 school year.	Implement a new Choice program or school.	Based on the School Choice Interest Survey, determine the next and plan for the next program or school.	Other Pupil Outcomes

Local Control and Accountability Plan - 2014-15

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Staff Technology Survey to determine needs for professional development and classroom technology.</p> <p>Principal observations and walk throughs of classroom student engagement and CCSS implementation.</p> <p>Teacher evaluations regarding implementation of CCSS, i.e. Engage New York curriculum, Sobrato Early Academic Literacy (SEAL), Cotsen Art of Teaching, and Project Based Learning.</p>	All students will learn and engage in a rigorous 21st Century CCSS environment.	All	All	The teaching and learning experience for students will be aligned to the 21st Century instructional shifts. The classrooms will be more engaging due to students collaborating, communicating, thinking critically, and creating projects and tasks.	Students will use curriculum aligned materials such as Engage New York, and technology such as Google Apps for Education in 75% of the classrooms.	Students will use curriculum aligned materials such as Engage New York, and technology such as Google Apps for Education in 85% of the classrooms.	Students will use curriculum aligned materials such as Engage New York, and technology such as Google Apps for Education in 100% of the classrooms.	Implementation of State Standards

Local Control and Accountability Plan - 2014-15

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Redesign the Parent Survey and administer annually.</p> <p>Increase in parent participation in meetings (i.e. sign in sheets).</p> <p>Analysis of the Parent Engagement Planning Grant outcomes.</p>	All parents will feel welcomed and empowered to be partners in their students' learning experience.	All	All	Research states that as parents become more engaged and involved in schools, the results of students' performance both in academics and socially will improve. We expect to see increased results on the CAASPP tests.	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.	The Parent Survey will show an increase that parents feel welcomed and empowered at all school sites based on a four point rubric.	There will be an increase on Parent Survey showing that parents feel welcomed and empowered at all school sites based on a four point rubric.	Parent Involvement

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

1. What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2. How do these actions/services link to identified goals and performance indicators?
3. What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4. In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5. In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6. In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7. In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Oak Grove will provide highly qualified employees, superior facilities, and CCSS aligned materials to ensure all students will meet their potential.	Basic	Recruit, hire and retain high quality certificated staff.	LEA-wide	100% of the certificated staff will be highly qualified.	Fund Source: LCFF Expenditure: \$41,884,938.00	Fund Source: LCFF Expenditure: \$41,884,938.00	Fund Source: LCFF Expenditure: \$41,884,938.00
		Provide new teachers Beginning Teacher Support and Assessment (BTSA).		Monitor the expected BTSA documents to ensure all new teachers complete their appropriate professional development and credential paper work. Complete all BTSA required applications and evaluations to maintain BTSA within Oak Grove.	Fund Source: LCFF Expenditure: \$243,937.00	Fund Source: LCFF Expenditure: \$243,937.00	Fund Source: LCFF Expenditure: \$243,937.00
		Provide high quality maintenance, operations, and security to all schools and buildings.		Complete the California State Facility Inspection Tool and Williams audit. Complete and analyze all required safety inspections.	Fund Source: LCFF Expenditure: \$8,548,005.00	Fund Source: LCFF Expenditure: \$8,548,005.00	Fund Source: LCFF Expenditure: \$8,140,957.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		Provide Leadership Team professional development such as conferences, consultants, new administrative support, trainings, and subs for teacher/administrator in charge.		Superintendent and Assistant Superintendent evaluations of Leadership Team. Leadership Team evaluations and surveys after professional development is provided.	Fund Source: LCFF Expenditure: \$43,000.00	Fund Source: LCFF Expenditure: \$43,000.00	Fund Source: LCFF Expenditure: \$43,000.00
		Provide classified staff professional development such as conferences, CPR, health e.g. epy pens, technology, PBIS, and safety trainings.		Analyze professional growth opportunities and documents. Evaluations and surveys after professional development has been provided.	Fund Source: LCFF Expenditure: \$17,000.00	Fund Source: LCFF Expenditure: \$17,000.00	Fund Source: LCFF Expenditure: \$17,000.00
		Provide each school funds for instructional, custodial, library, administrative supplies, site specific professional development, and other materials based on the schools' Single Plan for Student Achievement.		Review and monitor schools' budgets and Single Plans for Student Achievement.	Fund Source: LCFF Expenditure: \$1,085,038.00	Fund Source: LCFF Expenditure: \$1,085,038.00	Fund Source: LCFF Expenditure: \$1,085,038.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		Hire additional teachers to accelerate the lowering of class size. (Currently in negotiations with OGEA. The District proposal is to lower 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)		Analyze student performance on district assessments such as Rigby reading levels, writing scores, benchmarks, and on the CAASPP tests.	Fund Source: LCFF Expenditure: \$715,000.00	Fund Source: LCFF Expenditure: \$975,000.00	Fund Source: LCFF Expenditure: \$975,000.00
All students will learn and engage in a rigorous 21st Century CCSS environment.	Implementation of State Standards	Provide, purchase, and print CCSS aligned curriculum such as Engage New York, Georgia Units, College Preparatory Math, etc. Purchase replacement books and materials for science, history-social science, and foreign language courses.	LEA-wide	Evaluate and monitor implementation of the curriculum used with students. Complete Williams audit of curriculum access for all students.	Fund Source: LCFF Expenditure: \$1,301,130.00	Fund Source: LCFF Expenditure: \$341,130.00	Fund Source: LCFF Expenditure: \$341,130.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		Provide professional develop for staff on CCSS instructional shifts such as mathematical practices, Project Based Learning, close reading, Engage New York curriculum, etc. Provide substitutes 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.		Evaluate and survey staff after professional development activities.	Fund Source: LCFF Expenditure: \$489,000.00	Fund Source: LCFF Expenditure: \$238,950.00	Fund Source: LCFF Expenditure: \$238,950.00
		Purchase and distribute 21st Century infrastructure, hardware and software devices in all classrooms, computer labs, and libraries.		Use staff survey on technology needs.	Fund Source: LCFF Expenditure: \$525,000.00	Fund Source: LCFF Expenditure: \$0.00	Fund Source: LCFF Expenditure: \$0.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		Provide professional development and coaching for staff on using 21st Century skills such as Chrome books, Google Apps for Education, document cameras, creating student blogs, classroom webpages, creating videos, etc.		Staff evaluations after the professional develop is given. Analyze annual staff technology survey Collect classroom observations and presentations where students are using and presenting 21st Century Technology Create a student survey regarding technology	Fund Source: LCFF Expenditure: \$9,000.00	Fund Source: LCFF Expenditure: \$7,000.00	Fund Source: LCFF Expenditure: \$7,000.00
		Ensure there is the appropriate amount of Instructional Technology Department personnel to support technology at all sites and in all classrooms.		Use staff survey on technology needs.	Fund Source: LCFF Expenditure: \$1,421,014.00	Fund Source: LCFF Expenditure: \$1,663,014.00	Fund Source: LCFF Expenditure: \$1,663,014.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
All parents will feel welcomed and empowered to be partners in their students' learning experience.	Parent Involvement	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.	LEA-wide	Redesign and evaluation an Annual Parent Survey.	Fund Source: LCFF Expenditure: \$237,242.00	Fund Source: LCFF Expenditure: \$237,242.00	Fund Source: LCFF Expenditure: \$237,242.00
		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.		Revise and evaluation an annual Parent Survey. Monitor and evaluate the number of parents attending parent meetings, conferences and school activities.	Fund Source: LCFF Expenditure: \$80,537.00	Fund Source: LCFF Expenditure: \$80,537.00	Fund Source: LCFF Expenditure: \$80,537.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		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 baby sitting. Also provide parents opportunities to work in classrooms and at the school.		Track and monitor the number of parent education opportunities and sign-in sheets.	Fund Source: LCFF Expenditure: \$5,000.00	Fund Source: LCFF Expenditure: \$5,000.00	Fund Source: LCFF Expenditure: \$5,000.00
		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.		Revise and evaluate an annual Parent Survey.	Fund Source: LCFF Expenditure: \$38,000.00	Fund Source: LCFF Expenditure: \$38,000.00	Fund Source: LCFF Expenditure: \$38,000.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		Explore ways to increase parent engagement in committees such as District Advisory Council, District English Learners Advisory Council, School Site Councils, Site English Learners Advisory Councils, Home and School Clubs/Parent Teacher Associations, Hispanic Parent Groups, African American Koffee Klatches, etc.		Revise and evaluate an annual Parent Survey	Fund Source: LCFF Expenditure: \$2,500.00	Fund Source: LCFF Expenditure: \$2,500.00	Fund Source: LCFF Expenditure: \$2,500.00
All students will be proficient in all subject areas.	Student Achievement	Purchase and maintain a Student Information System and Data Analysis System such as Infinite Campus and SschoolPlan.	LEA-wide	Monitor the student data and assessment scores within both systems to ensure the data is accurate so that staff can evaluate students' progress on report cards, attendance, behavior events, benchmark assessments and CAASPP tests.	Fund Source: LCFF Expenditure: \$194,622.00	Fund Source: LCFF Expenditure: \$194,622.00	Fund Source: LCFF Expenditure: \$194,622.00
		Provide interventions and supports to students not at proficient, such as Guided Reading, guided math practices, support courses at the intermediate school, before and after school academies, homework centers, summer programs, etc.		Monitor and evaluate intervention practices and programs by determining if students have increased the achievement results.	Fund Source: LCFF Expenditure: \$732,000.00	Fund Source: LCFF Expenditure: \$732,000.00	Fund Source: LCFF Expenditure: \$732,000.00

Oak Grove will accelerate the proficiency of Hispanic, English Learners, African American, Special Education, Low-Income students, and Foster Youth..	Student Achievement	Provide intensive interventions and supports to specific sub-groups that are not at proficiency, such as Systems 44, Read 180, before and after school academies, and Extended School Year classes.	LEA-wide	Monitor and evaluation intervention practices and programs by determining if students have increased the achievement results.	Fund Source: LCFF Expenditure: \$97,486.00	Fund Source: LCFF Expenditure: \$15,000.00	Fund Source: LCFF Expenditure: \$15,000.00
		Provide the least restrictive learning environment for students with special needs, 504 Plans, or Individual Educational Plans (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.		Complete and pass all special education state and federal audits and evaluation. Monitor and evaluation special education proportionality, and non-public school placements.	Fund Source: LCFF Expenditure: \$12,932,764.00	Fund Source: LCFF Expenditure: \$12,932,764.00	Fund Source: LCFF Expenditure: \$12,316,918.00
		Special Education Program description for County Special Education Programs The Santa Clara County Office of Education's Special Education Program 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,		Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.	Fund Source: Funding is provided by SCCOE Expenditure: \$5,215,143.00	Fund Source: LCFF Expenditure: \$5,215,143.00	Fund Source: LCFF Expenditure: \$5,215,143.00

paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

Deaf/Hard of Hearing:
Total communication approach that allows for all forms of communication in an

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Title III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

instructional program.

Orthopedic Impairments:
Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

Emotional Disturbance:
Students receive individual and group mental health services as well as academic instruction.

Severe Medical Needs and Cognitive delays:
Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

Early Start Program:
Provides support and resources to family members and care givers to enhance children's learning and development.

Itinerant Services:
Specialists provide services to district and county students in the following areas: Deaf and

hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

Inclusion Collaborative:

This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through

		Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.					
Oak Grove will increase the English proficiency and reclassification of all English learners.	Student Achievement	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 develop will be provided to support teachers in learning and implementing the ELD Standards. (See Section B for additional actions and services).	Title 1 Schools	Principals will observe ELD instruction and the the infusion of ELD Standards in content areas in the classroom.	Fund Source: LCFF Expenditure: \$15,000.00	Fund Source: LCFF Expenditure: \$15,000.00	Fund Source: LCFF Expenditure: \$15,000.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
All teachers will actively engage students in their learning in order to be ready for high school courses, college and careers.	Pupil Engagement	Provide professional development for staff. Monitor culturally responsive teaching practices and culturally relevant materials to ensure all students engaged in the learning.	LEA-wide	Observations and classroom walkthroughs to monitor and evaluate student engagement.	Fund Source: LCFF Expenditure: \$70,000.00	Fund Source: LCFF Expenditure: \$45,000.00	Fund Source: LCFF Expenditure: \$45,000.00
		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.		Monitor and evaluate monthly student attendance, and the Student Attendance Review Board process.	Fund Source: LCFF Expenditure: \$289,213.00	Fund Source: LCFF Expenditure: \$289,213.00	Fund Source: LCFF Expenditure: \$289,213.00
		Hire and maintain nurses and health clerks who support students with health concerns. Encourage students to be healthy and attend school every day. Explore ways to increase the Health Clerks hours.		Monitor and evaluate students with special medical needs.	Fund Source: LCFF Expenditure: \$739,103.00		
		Provide an alternative learning environment for students who have frequent disciplinary concerns. Explore other options such as an In-School Suspension program.		Monitor, disaggregate and evaluate data regarding student suspensions, administrative placement and expulsions.	Fund Source: LCFF Expenditure: \$32,000.00	Fund Source: LCFF Expenditure: \$32,000.00	Fund Source: LCFF Expenditure: \$32,000.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
All students, staff and community will contribute to a positive, predictable, consistent and safe learning environment.	School Climate	Implement Positive Behavioral Interventions and Supports (PBIS) at all Oak Grove Schools. Support and provide coaching on the three tiered Responsive to Intervention (RtI) approach	LEA-wide	Monitor and evaluate PBIS Team Check-Ins, behavior events, Check-In Check-Out and Behavior Support Plans monthly at all schools.	Fund Source: LCFF Expenditure: \$6,000.00	Fund Source: LCFF Expenditure: \$6,000.00	Fund Source: LCFF Expenditure: \$6,000.00
		Train Noon Duty personnel in PBIS.		Monitor and evaluate student behavior events given by Noon Duty staff.	Fund Source: LCFF Expenditure: \$1,800.00	Fund Source: LCFF Expenditure: \$1,800.00	Fund Source: LCFF Expenditure: \$1,800.00
		Provide After School Sports at all three intermediate schools. Explore ways to expand the program to include more students and coaches.		Monitor and evaluate student participation in after school sports. Use the California Healthy Kids Survey and Physical Fitness test results for information about student health.	Fund Source: LCFF Expenditure: \$16,747.00	Fund Source: LCFF Expenditure: \$16,747.00	Fund Source: LCFF Expenditure: \$16,747.00
		Begin to explore a list of lunch time and after school activities and clubs that engage students. Research additional activities.		Establish a list of possible activities that school staffs can access.	Fund Source: LCFF Expenditure: \$1,000.00	Fund Source: LCFF Expenditure: \$1,000.00	Fund Source: LCFF Expenditure: \$1,000.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		Recognize students who positively contribute to school with diverse award ceremonies.		Interview students regarding their sense of positively contributing to the school. Revise the grade 8 student survey to include questions that quantify recognition of students. Use the results from the Healthy Kids Survey.	Fund Source: LCFF Expenditure: \$10,000.00	Fund Source: LCFF Expenditure: \$10,000.00	Fund Source: LCFF Expenditure: \$10,000.00
		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.		Monitor and evaluate grade 8 graduation rates and student grades. Revise and evaluate the grade 8 Student Survey to include sense of support from the school.	Fund Source: LCFF Expenditure: \$885,707.00	Fund Source: LCFF Expenditure: \$885,707.00	Fund Source: LCFF Expenditure: \$885,707.00
		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.		Monitor and evaluate the school and district drill procedures. School Site Councils approve and evaluate the Safe School Plans annually.	Fund Source: LCFF Expenditure: \$21,100.00	Fund Source: LCFF Expenditure: \$21,100.00	Fund Source: LCFF Expenditure: \$21,100.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
All students will have access to high quality and innovative learning opportunities to prepare for high school courses, college and careers.	Course Access	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 have access to multi-media tools. Review student and school hours to optimize student learning.	LEA-wide	Monitor and evaluate articulation, including course placement, from grade 6 to grade 7, and from grade 8 to grade 9.	Fund Source: LCFF Expenditure: \$595,000.00	Fund Source: LCFF Expenditure: \$0.00	Fund Source: LCFF Expenditure: \$0.00
		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 parent.		Monitor and evaluate the students in GATE based on student demographics and CAASPP results.	Fund Source: LCFF Expenditure: \$41,063.00	Fund Source: LCFF Expenditure: \$41,063.00	Fund Source: LCFF Expenditure: \$41,063.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		Provide Visual and Performing Arts (VPA) to all students in grades 4-5 for six 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.		Evaluate the VPA program with students and teachers using a survey.	Fund Source: LCFF Expenditure: \$312,060.00		
All students will be provided rigorous learning experiences: other languages and cultures, the arts, physical education, STEAM, and bi-literacy.	Other Pupil Outcomes	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.	LEA-wide	Monitor and evaluate the student participation and student performance results in the Choice programs.	Fund Source: LCFF Expenditure: \$335,412.00	Fund Source: LCFF Expenditure: \$335,412.00	Fund Source: LCFF Expenditure: \$335,412.00
		Explore and expand to other student and parent choice programs.		Evaluate the School Choice Survey to determine the next Choice program	Fund Source: LCFF Expenditure: \$1,000.00	Fund Source: LCFF Expenditure: \$50,000.00	Fund Source: LCFF Expenditure: \$50,000.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		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.		Monitor and evaluation the professional development, training, and meetings provided by the East Side Alliance (ESA).	Fund Source: LCFF Expenditure: \$10,000.00	Fund Source: LCFF Expenditure: \$10,000.00	Fund Source: LCFF Expenditure: \$10,000.00

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Oak Grove will provide highly qualified employees, superior facilities, and CCSS aligned materials to ensure all students will meet their potential.	Basic	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.	LEA-wide	Monitor and evaluate the ELTPs and ELD IAs credentials and services.	Fund Source: LCFF Expenditure: \$450,000.00	Fund Source: LCFF Expenditure: \$450,000.00	Fund Source: LCFF Expenditure: \$450,000.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
All students will learn and engage in a rigorous 21st Century CCSS environment.	Implementation of State Standards	Provide staff professional development regarding instructional strategies that support English Learners with 21st 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.	LEA-wide	Monitor and evaluate the evaluations after the professional development. Classroom observations and walk throughs to monitor the instructional strategies in the classroom.	Fund Source: LCFF Expenditure: \$225,000.00	Fund Source: LCFF Expenditure: \$250,000.00	Fund Source: LCFF Expenditure: \$250,000.00
All parents will feel welcomed and empowered to be partners in their students' learning experience.	Parent Involvement	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.	LEA-wide	The Family Engagement Grant will have an external evaluator and system to monitor the implementation of the grant.	Fund Source: Family Engagement Planning Grant Expenditure: \$50,000.00	Fund Source: LCFF Expenditure: \$0.00	Fund Source: LCFF Expenditure: \$0.00

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Oak Grove will increase the English proficiency and reclassification of all English learners.	Student Achievement	English Learners 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.	Title 1 Schools	Monitor and evaluate the staff testing the students on CELDT by analyzing the scores they find compared to the state results.	Fund Source: LCFF Expenditure: \$76,697.00	Fund Source: LCFF and Title I Expenditure: \$76,697.00	Fund Source: LCFF and Title I Expenditure: \$76,697.00
		Provide intervention systems for English Learners such as Systems 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.			Fund Source: LCFF and Title I Expenditure: \$256,638.00		

Local Control and Accountability Plan - 2014-15

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
All students, staff and community will contribute to a positive, predictable, consistent and safe learning environment.	School Climate	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.	LEA-wide	Monitor and evaluate the CELDT, CAASPP results in order to identify English learners who are English proficient.	Fund Source: LCAP Expenditure: \$2,000.00	Fund Source: LCFF Expenditure: \$2,000.00	Fund Source: LCFF Expenditure: \$2,000.00
All students will have access to high quality and innovative learning opportunities to prepare for high school courses, college and careers.	Course Access	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.	LEA-wide	Monitor and evaluate GATE and intermediate school courses to ensure students are not being excluded based on language level, socio-economic or foster youth status.	Fund Source: LCFF Expenditure: \$41,063.00	Fund Source: LCFF Expenditure: \$41,063.00	Fund Source: LCFF Expenditure: \$41,063.00
All students will be provided rigorous learning experiences: other languages and cultures, the arts, physical education, STEAM, and bi-literacy.	Other Pupil Outcomes	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.	LEA-wide	Evaluate the Choice Program Survey to determine the interest of parents in a Dual Language School.	Fund Source: LCFF Expenditure: \$5,000.00	Fund Source: LCFF Expenditure: \$50,000.00	Fund Source: LCFF Expenditure: \$50,000.00

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

The Unduplicated FRPM/EL/Foster Youth count in Oak Grove School District is 5,965 out of 11,156 total students. This is 53.46% of the students in Oak Grove.

The 2014-15 estimated supplemental LCFF money is \$2,442,491 based on step five of the LCFF formula. We will use these funds to provide coaches 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. 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. This is 17% of the students in the intermediate schools.

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

The Unduplicated FRPM/EL/Foster Youth count in Oak Grove School District is 5,965 out of 11,156 total students. This is 53.46% of the students in Oak Grove.

The percent of the LCFF services for Low Income Pupils, Foster Youth, and English Learners is 3.44%. The 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.

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.

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