

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

Introduction:

LEA: Oak Grove Union School District

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LCAP Year: 2014

Local Education Agency (LEA) Local Control and Accountability Plan and Annual Update

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
8/29/2013	Introduction to the CCSS Systems Implementation Plan Draft, to the legal guidelines for the Local Control Funding Formula	Superintendent’s Leadership Council/ District Leadership Team	All items to the left added to the stakeholder engagement process of educating stakeholders about the Local Control Accountability Plan (LCAP) and gathering information and input on the priorities of the district and its students. The specific shared leadership actions taken and the stakeholder group who participated in the LCAP development are articulated in the leadership calendar to the left. As a dependent charter, the
9/5/2013	Review of the CCSS Systems Implementation Plan and the Seven Guiding Principles of the Systems Implementation Plan. Alignment of site SPSA and SMART Goals and District Program Goals to the District Goals and CCSS Systems Implementation Plan. This alignment is in preparation for the writing of the Local Control Accountability Plan	Superintendent’s Leadership Council/ District Leadership Team	
9/11/2013	Common Core State Standards Implementation Funding, Discussion	Board of Trustees Community Members	
9/5/2013	Review of the CCSS Systems Implementation Plan and the Seven Guiding Principles of the Systems Implementation Plan. Alignment of site SPSA and SMART Goals and District Program Goals to the District Goals and CCSS Systems Implementation Plan. This alignment is in preparation for the writing of the Local Control Accountability Plan	Superintendent’s Leadership Council/ District Leadership Team	
Fall, 2013	Fall, <i>Messenger</i> , focuses on the Common Core Standards and the new funding formulas	Parents/Guardians, Staff, Community Partners	
10/3/2013	Review of the CCSS Systems Implementation Plan and its correlation to the CCSS Funding and Spending Plan. The CCSS Funding and Spending Plan are aligned to the Seven Guiding Principles of the CCSS Systems Implementation Plan. Spending percentages are recommended and	Superintendent’s Leadership Council/ District Leadership Team	

	determined		Oak Grove Union School District had articulated a mission and vision statement for the district and five focal goal areas which the district is committed to. The district's mission is the following: The Oak Grove Union School District is partnership with our community creates a challenging, safe, and caring learning environment for each student. We are committed to the following five focal goal areas: academic excellence, engagement in the arts, development of life skills, celebration of diversity and stewardship of the environment. These five focal goal areas have been the drivers in the development of annual Board of Trustees Goals for the Superintendent and were the foundational goals for the development of our LCAP goals. Therefore, the LCAP goals are authentic and aligned to current district and site program plans, such as the district's English Learner Program Plan, GATE Plan and GATE Strategic Plan, Fine Arts Program Plan, Technology Plan and the schools sites' Single Plans for Student Achievement.
10/9/2013	Using STAR Data to Guide Instruction, Power Point Presentation and Discussion	Board of Trustees Community Members	
10/9/2013	Board of Trustees Goals for the Superintendent, 2013-2014, Discussion, Input and Goal Development	Board of Trustees Community Members	
10/9/2013	Common Core State Standards (CCSS) Implementation, Discussion and Input	Board of Trustees Community Members	
10/29/2013	Special Education Self Review, Parent/Guardian Survey Review and Input Meeting	Parents/Guardians of Special Needs Learners in Oak Grove Union School District	
11/7/2013	Review and training on the LCFF and LCAP implementations. Review of the State Priorities for the LCAP.	Superintendent's Leadership Council/ District Leadership Team	
11/13/2013	Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP), Power Point Presentation and Discussion	Board of Trustees Community Members	
11/13/2013	Common Core State Standards (CCSS) Systems Implementation Plan, Discussion and Adoption	Board of Trustees	
11/13/2013	Common Core State Standards (CCSS) Funding and Spending Plan, Discussion and Adoption	Board of Trustees Community Members	
11/13/2013	Board of Trustees Goals for the Superintendent, 2013-2014, Discussion, Input and Goal Adoption	Board of Trustees Community Members	
12/5/2013	Review and unpacking the LCAP Draft Template to better understand the correlations with current site and district plans, identified student populations the LCAP should address and reviewing of Stakeholder groups	Superintendent's Leadership Council/ District Leadership Team	
12/12/2013	Review of the CCSS Systems Implementation Plan and the Seven Guiding Principles of the Systems Implementation Plan. Alignment of site SPSA and SMART Goals and District Program Goals to the District Goals and CCSS Systems Implementation Plan. This alignment is in preparation for the writing of the Local Control Accountability Plan (LCAP)	Curriculum Leadership Council	
12/19/2013	SCOE, LCAP Series, Training and Preparation for District Teams	Superintendent's Leadership Council/ District Leadership Team	
1/9/2013	Planning the LCAP development process. Dividing the State Priorities into three cluster groupings.	Superintendent's Leadership Council/ District Leadership Team	
1/15/2014	Development of the Local Control Accountability Plan (LCAP), Power Point Presentation and Discussion	Board of Trustees Community Members	
1/23/2014 (All day meeting)	Review of the CCSS Systems Implementation Plan and the Seven Guiding Principles of the Systems Implementation Plan. Alignment of site SPSA and SMART Goals and District Program Goals to the District Goals and CCSS Systems Implementation Plan. This alignment is in preparation for the writing of the Local Control Accountability Plan (LCAP)	Curriculum Leadership Council	
Winter 2014	Winter <i>Messenger</i> focuses on Engagement, which are a focus of the Eight State Priorities for LCAP	Parents/Guardians, Staff, Community Partners	
2/6/2014	Review of the approved LCAP template. Decision to review the LCAP Metrics as a District Leadership Team. Decision to align the current District Goal Areas and Board of Trustees Goals for the Superintendent to the State Priority Areas and Seven Guiding Principles of the CCSS Systems Implementation Plan. Formed three sub-committees to address the State Priorities: -Conditions of Learning -Pupil Outcomes -Engagement	Superintendent's Leadership Council/ District Leadership Team	Additionally, the district facilitated stakeholder involvement in the development of stakeholder surveys and administered stakeholder surveys in order to acquire data which could be used in the development of the LCAP and its goals, priorities and services. The
2/7/2014	Acorn Preschool workshop on CCSS, social studies and science by Site Director Rebecca Robinson	Acorn Preschool Staff	
2/13/2014	SCOE, LCAP Series, Training and Preparation for District Teams	Superintendent's Leadership Council/	

		District Leadership Team	stakeholder surveys used in the development of the LCAP were the following: The California Healthy Kids Survey the California School Climate Survey, the Willowside Middle School, Local Control
2/13/2014	Complete the LCAP Survey Document. Review and complete the LCAP, Discussion and Input Calendar. Discuss composition of the LCAP District Advisory Committee. Align State Priorities to the adopted Board of Trustees Goals for the Superintendent, 2013-2014.	Superintendent's Leadership Council/ District Leadership Team	
2/14-21/2014	Prepare LCAP Survey for dissemination and posting	Superintendent and Instructional Technology	Accountability Plan (LCAP) and Single Plan for Student Achievement (SPSA) Survey, the Gifted and Talented, Parent Action Committee (PAC) Survey, the Bright Bytes Technology Survey and the Acorn Preschool Family Survey.
2/18/2014	Discuss the LCAP development process, review the LCAP Input Survey, request survey completion	Oak Grove Union, Parent Teacher Organization	The English Learner Parent Advisory Committee (District English Language Advisory Committee/DELAC) met to review and discuss the final draft of the LCAP on May 15, 2014.
2/25/2014	Discuss the LCAP development process, review the LCAP Input Survey, request survey completion	Oak Grove Educational Partners	
2/26/2014	Acorn Preschool staff meeting and training with the Superintendent on the district's CCSS Systems Implementation Plan and the development of the LCAP	Acorn Preschool Staff	The Parent Advisory Committee at Oak Grove Elementary met to review and discuss the final draft of the LCAP on May 27, 2014.
2/26/2014	Staggered meetings with members of the Superintendent's Leadership Council/District Leadership Team to discuss, plan and implement: -LCAP Metrics Review -Prepare the LCAP Survey for posting and completion online for parents/guardians/staff. -Review methods of gathering input from other student Stakeholder groups (such as Student Council/Leadership, Primos) -Align State Priorities to the District's Focal Goal Areas and the Seven Guiding Principles of the CCSS Systems Implementation Plan. -Plan "roll outs" to Stakeholder groups. Determine calendar dates for the LCAP for March, April and May.	Superintendent's Leadership Council/ District Leadership Team	
2/26/2014	Discuss the LCAP development process, review the LCAP Input process and possible program goals to support English Learners	ELAC - English Language Advisory Council DELAC - District English Language Advisory Council	The Parent Advisory Committee at Willowside Middle School met to review and discuss the final draft of the LCAP on May 13, 2014.
2/27/2014	Mapping and Planning Our Pathways to the Common Core State Standards. Development of the Local Control Accountability Plan. Making the Connection between the LCAP and the CCSS Systems Implementation Plan	Curriculum Leadership Council	
2/24-3/7/2014	Bright Bytes Survey Implementation (Surveys the technology use, readiness and desired aptitudes of Stakeholders)	Students, staff and parents/guardians.	Additional stakeholder groups also met to discuss and review the final draft of the LCAP as chronicled in the shared leadership calendar to the left. Discussion items and questions generated from these meetings regarding the LCAP were answered in the meetings by the facilitators. There were no questions
3/2014	Development and dissemination of the Acorn Preschool Parent Questionnaire by Site Director Rebecca Robison for use in the LCAP development	Acorn Preschool Staff, parents/guardians	
3/2014	Discuss the LCAP development process, review the LCAP Input Survey, request survey completion	Oak Grove Elementary Staff/ School Site Council	Additional stakeholder groups also met to discuss and review the final draft of the LCAP as chronicled in the shared leadership calendar to the left. Discussion items and questions generated from these meetings regarding the LCAP were answered in the meetings by the facilitators. There were no questions
3/2014	Discuss the LCAP development process, review the LCAP Input Survey, request survey completion	Willowside Middle Staff/ School Site Council	
3/3/2014	Acorn Preschool staff meeting to debrief staff on the CCSS Systems Implementation Plan and plans for the alignment of present curriculum with the California Preschool Learning Foundations and the LCAP	Child Care Program Director, Acorn Preschool Site Director, Acorn Preschool Staff	Additional stakeholder groups also met to discuss and review the final draft of the LCAP as chronicled in the shared leadership calendar to the left. Discussion items and questions generated from these meetings regarding the LCAP were answered in the meetings by the facilitators. There were no questions
3/4/2014	Discuss the LCAP development and implementation process	Oak Grove Union Elementary Education Association (OGUEEA) Liaison Council	
3/5/2014	DRDP workshop for Acorn Preschool Staff to develop a plan for assessments for Acorn Preschool that will be included in the LCAP	Child Care Program Director, Acorn Preschool Site Director	Additional stakeholder groups also met to discuss and review the final draft of the LCAP as chronicled in the shared leadership calendar to the left. Discussion items and questions generated from these meetings regarding the LCAP were answered in the meetings by the facilitators. There were no questions
3/5/2014	Discuss the LCAP development process, review the LCAP Input Survey, request survey completion	District Office Staff	
3/6/2014	Discuss the LCAP development process, review the LCAP Input Survey, request survey completion	LCAP, District Advisory Council (DAC)	Additional stakeholder groups also met to discuss and review the final draft of the LCAP as chronicled in the shared leadership calendar to the left. Discussion items and questions generated from these meetings regarding the LCAP were answered in the meetings by the facilitators. There were no questions
3/6/2014	Prepare for March/2014 LCAP discussion and input meetings.	Superintendent's Leadership Council/ District Leadership Team	
3/10/2014	Bright Bytes/Clarity Survey data disaggregation and technology areas of focus for the LCAP	Superintendent's Leadership Council/	

	training at SCOE.	District Leadership Team	which required a written response by the Superintendent.
3/5/2014	DRDP workshop for Acorn Preschool Staff to develop a plan for assessments for Acorn Preschool that will be included in the LCAP	Child Care Program Director, Acorn Preschool Site Director	
3/5/2014	Discuss the LCAP development process, review the LCAP Input Survey, request survey completion	District Office Staff	The practice of Oak Grove Union School District is to review our surveys and academic performance data quarterly to make revisions to our district and school site plans. This data driven dialogue supports purposeful decision making and informed best practices to support student achievement and success.
3/6/2014	Discuss the LCAP development process, review the LCAP Input Survey, request survey completion	LCAP, District Advisory Council (DAC)	
3/6/2014	Prepare for March/2014 LCAP discussion and input meetings.	Superintendent's Leadership Council/ District Leadership Team	
3/10/2014	Bright Bytes/Clarity Survey data disaggregation and technology areas of focus for the LCAP training at SCOE.	Superintendent's Leadership Council/ District Leadership Team	
3/11/2014	Discuss the LCAP development process, review the LCAP Survey data, gather input on LCAP Goal Areas	Oak Grove Union, Parent Teacher Organization	
3/11/2014	Discuss the LCAP development process, review the LCAP Survey data, gather input on LCAP Goal Areas	Oak Grove Educational Partners	
3/12/2014	Update on LCAP development process	Board of Trustees Community Members	
3/13/2014	Correlation of LCAP development with the LCFF development. (The Second Interim Budget for 2013-2014 will have also been completed.)	Local Control Funding Formula Committee. Chief Business Official	
3/26/2014	Discuss the LCAP development process, review the LCAP Input Survey, request survey completion	ELAC, English Language Advisory Council. DELAC, District English Language Advisory Council	
3/27/2014 (All day meeting)	Discuss the LCAP development process; gather input on LCAP Goal Areas based on the Board of Trustees Goals for the Superintendent, 2013-2014. Authorization of the District Goal Summary Statements for use in the LCAP	Superintendent's Leadership Council/ District Leadership Team	
3/27/2014	Discuss the LCAP development process, review the LCAP Survey data, and gather input on LCAP Goal Areas. Review the Fine Arts Program Plan for integration with the CCSS Systems Implementation Plan and make recommendations for inclusion in the LCAP Goal Areas	Fine Arts Leadership Committee	
3/31/2014 (All day meeting)	Discuss the LCAP development process; gather input on LCAP Goal Areas based on the Board of Trustees Goals for the Superintendent, 2013-2014. Working session for members to develop Section 2 and Section 3 of the LCAP for their designated area of leadership in alignment with the district's five focal goal areas and the Board of Trustees Goals for the Superintendent, 2013-2014	Superintendent's Leadership Council/ District Leadership Team	
3/31/2014	Discuss the LCAP development process, review the LCAP Survey data, and gather input on LCAP Goal Areas. Review the GATE Strategic Plan for integration with the CCSS Systems Implementation Plan and make recommendations for inclusion in the LCAP Goal Areas	GATE Steering Committee/ District GATE Parent Advisory Committee	
4/2014	Review and discuss the draft LCAP Goal Areas, gather additional input, as we move toward completion of the LCAP	Oak Grove Elementary Staff/ School Site Council	
4/2014	Review and discuss the draft LCAP Goal Areas, gather additional input, as we move toward completion of the LCAP	Willowside Middle School Staff/ School Site Council	
4/3/2014	Review and discuss the draft LCAP Goal Areas, gather additional input, as we move toward completion of the LCAP	LCAP, District Advisory Council (DAC)	
4/3/2014	Prepare for April/2014 LCAP discussion and input meetings	Superintendent's Leadership Council/ District Leadership Team	
4/8/2014	Review and discuss the draft LCAP Goal Areas, gather additional input, as we move toward completion of the LCAP	Oak Grove Union Parent Teacher Organization (PTO)	
4/9/2014	LCAP development is shared and reviewed with the board for their feedback and input	Board of Trustees Community Members	

4/14/2014	Working session for members to develop Section 2 and Section 3 of the LCAP for their designated area of leadership in alignment with the district's five focal goal areas and the Board of Trustees Goals for the Superintendent, 2013-2014	Superintendent's Leadership Council/ District Leadership Team
4/16/2014	Review and discuss the draft LCAP Goal Areas, gather additional input, as we move toward completion of the LCAP	District Office Staff
4/17/2014	Developing a Quality Local Control Accountability Plan, "Telling the Story of OGUSD" -Framework for 21 st Century Learning -Developing the LCAP in each of our five district goal areas. -Preview of LCAP (Sections 2 and 3) for Engagement with the Arts and Academic Excellence: GATE	Curriculum Leadership Council, Fine Arts Leadership Committee
4/22/2014	Review and discuss the draft LCAP Goal Areas, gather additional input, as we move toward completion of the LCAP	Oak Grove Educational Partners
5/2014	Spring <i>Messenger</i> focuses on Shared Leadership and Partnerships in Our Learning Community	Parents/Guardians, Staff, Community Partners
5/1/2014	Review and discuss the draft LCAP Goal Areas, gather additional input, as we move toward completion of the LCAP	LCAP, District Advisory Council (DAC)
5/2014	Review and discuss the draft LCAP Goal Areas, gather additional input, as we move toward completion of the LCAP	Oak Grove Elementary Staff/ School Site Council
5/2014	Review and discuss the draft LCAP Goal Areas, gather additional input, as we move toward completion of the LCAP	Willowside Middle School Staff/ School Site Council
5/1/2014	Prepare the final draft of the LCAP for review.	Superintendent's Leadership Council/ District Leadership Team
5/6/2014	Discuss the LCAP development and implementation process	Oak Grove Union Elementary Education Association (OGUEEA) Liaison Council
5/7/2014	Review and discuss the draft LCAP Goal Areas, gather additional input, as we move toward completion of the LCAP	District Office Staff
5/7/2014	Prepare the final draft of the LCAP for review.	Superintendent's Leadership Council/ District Leadership Team
5/12/2014 through 6/13/2014	Meetings to review and discuss the LCAP that will be presented to the Board of Trustees for approval on June 18, 2014	District stakeholder groups, business and community partners, and Institutions of Higher Education (IHE) partners
5/14/2014	Review and discuss the LCAP that will be presented to the Board of Trustees for approval on June 18, 2014	Board of Trustees Community Members
5/15/2014	Review and discuss the LCAP that will be presented to the Board of Trustees for approval on June 18, 2014	English Learner Parent Advisory Committee (District English Language Advisory Committee/DELAC)
5/22/2014	Review and discuss the LCAP that will be presented to the Board of Trustees for approval on June 18, 2014	Curriculum Leadership Council
5/12/2014 through 6/13/2014	Meetings to review and discuss the LCAP that will be presented to the Board of Trustees for approval on June 18, 2014	District stakeholder groups, business and community partners, and Institutions of Higher Education (IHE) partners
5/27/2014	Review and discuss the LCAP that will be presented to the Board of Trustees for approval on June 18, 2014	Oak Grove Educational Partners
5/29/2014	Review and discuss the LCAP that will be presented to the Board of Trustees for approval on June 18, 2014	Oak Grove Union, Parent Teacher Organization
5/29/2014 and 6/9- 13/2014	LCAP final review and revisions	Superintendent's Leadership Council/ District Leadership Team

6/18/2014	Public Hearing for the 2014-2017 LCAP and LCFF 2014-2015 Budget	Board of Trustees Community Members
6/19/2014	LCAP reviewed and adopted LCFF 2014-2015 Budget reviewed and adopted	Board of Trustees

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 the unique goals for subgroups are as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What is the specific predicted outcome/metric/noticeable change 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?

					What will be different/improved for students?			Related State and Local Priorities
Academic Excellence Identified Need and Metric	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected	Annual Update: Analysis of Progress	LCAP Year			
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Academic Excellence – We will cultivate an exceptional 21st Century Learning environment where the student success in the 21st century will be the ability to think critically and problem-solve, be collaborative, be creative, be digitally literate and where our students are college and career ready.</p> <p>Need: For students who are currently at or above grade level standards – maintain and advance student proficiency.</p> <p>Students who are currently below grade level performance.</p> <p>Metrics: District 2013 API – 879 Subgroups: NA</p> <p>CELDT 2013-14: (total of 14 students K) English Learner levels (for Kindergarten) – Beginning – 28% (4 students) Early Intermediate –</p>	<p>1) Maintain grade level proficiency and obtain proficiency in the core content areas. Core content refers to courses in ELA, math, history and science. A student is proficient when they perform at grade level based on state assessments.</p>	All students	All schools	February – April	Develop base line	Meet state targets	Meet state targets	<p>Priority 1: Basic</p> <p>Priority 2: Implementation of State Standards</p> <p>Priority 3: Parental Involvement</p> <p>Priority 4: Pupil Achievement</p> <p>Priority 5: Pupil Engagement</p> <p>Priority 6: School Climate</p> <p>Priority 7: Course Access</p> <p>Priority 8: Other Pupil Outcomes</p>
					3% increase for all EL students	3% increase for all EL students	3% increase for all EL students	

<p>21% (3 students) Intermediate – 36% (5 students) Early Advances – 14% (2 students) Advanced – 0% (0 students)</p>								
<p>Need: A well-defined CCSS Implementation Plan aligned to site, district and state priority areas.</p> <p>Metric: Teachers are currently implementing the CCSS “Habits of Mind” in ELA/ELD and mathematics.</p> <p>Metric: CCSS Systems Implementation Plan documented and observable outcomes in the 7 CCSS Guiding Principle Areas.</p> <p>Metric: Completion of related site goals documented in the site SPSA’s.</p> <p>Metric: District 2013 API – 879 Subgroups: NA</p> <p>2013 Star test results: NA</p>	<p>2) We will develop an action plan for the adoption of Common Core State Standards (CCSS) in the core content areas (English Language Arts, mathematics, science and history/social studies), which includes professional development to research and become familiar with the CCSS, curriculum alignment and instructional materials adoption(s) to support their implementation. The superintendent will facilitate the development of this action plan with the District Leadership Team, teacher leaders, curriculum specialists at the Sonoma County Office of Education and staff.</p> <p>Develop and implement the Common Core State Standards (CCSS) Implementation Plan for 2013-2014 and 2014-2015 in core content areas, using the seven implementation strategies of the California Department of Education</p>	<p>All students</p>	<p>All schools</p>	<p>February - April</p>	<p>Faculty LEA-wide will continue to get training in the CCSS according to the CCSS Systems implementation plan in core content areas. Faculty will transition to implementation of the CCSS and will be guided by the 7 CCSS guiding principles, and 8 State Priority areas.</p> <p>Implement SPSA and Program Goals that support CCSS instruction in the classroom.</p> <p>Opportunities will be provided for faculty to view CCSS learning modules on the CDE website and other professional development 2014-15</p> <p>Summer 2014-15 preview CDE recommended math materials for K related to the CCSS</p> <p>Review, pilot and</p>	<p>Faculty will continue to get training and implement the CCSS in core classes</p> <p>Continue to provide opportunities for faculty to view CCSS learning modules on the CDE website and other CCSS professional development 2015-16</p> <p>Continue to review, pilot and adopt math curriculum in 2015-16</p> <p>Review, pilot and adoption of ELA and ELD instructional materials 2015-16</p> <p>Implement SPSA and Program Goals that support CCSS instruction in the classroom.</p>	<p>Faculty will continue to get training and implement the CCSS in core classes</p> <p>Continue to provide opportunities for faculty to view CCSS learning modules on the CDE website and other professional development 2016-17</p> <p>Continue to review, pilot and adopt math curriculum in 2016-17</p> <p>Continue to review, pilot and adoption of ELA and ELD instructional materials 2016-17</p> <p>Implement SPSA and Program Goals that support CCSS instruction in the classroom.</p>	<p>State Priorities: 1, 2, 3, 4, 5, 6, 7, 8</p> <p>CCSS Guiding Principles: 1, 2, 3, 4, 5, 6, 7</p>

					adopt math framework and Instructional materials in 2014-15			
					Review ELA and ELD framework during 2014-15			
<p>Need: Implement the CCSS Systems Implementation Plan in alignment with the 2014-2017 GATE Strategic Plan</p> <p>Metric: All K students receive differentiated GATE instruction</p> <p>Metric: Gate Student/Parent Survey.</p> <p>Metric: Partnership for 21st Century Skill, K-12 Exemplar Evaluation Tool</p> <p>Metric: GATE meeting logs and notes. Meeting priority summary Action Plan.</p>	3) Develop GATE Strategic Plan that is aligned to the District Goals, CCSS, LCAP priorities, and the District's 21 st Century focus for 2013 - 2016	Identified students All students	All schools	February - April	<p>Develop and train the GATE leadership team of parents, teachers, and administrators to design and implement a 3 year GATE Strategic Plan approved by the district's governing board.</p> <p>Strategic Plan to become a component of the district's Common Core Implementation Plan approved by the governing board.</p> <p>By May of 2014, the GATE Strategic Plan will be evaluated to make recommendations for years 2014-15 and 2015-2016.</p>	<p>Evaluate interests and needs of GATE students and evaluate program needs:</p> <ul style="list-style-type: none"> - Staff professional development - Parent training - Project based learning - Differentiation - ICONS - Jr. Great Books Training <p>Student extended day and enrichment opportunities</p> <ul style="list-style-type: none"> - Digital literacy - College and career <p>By May of 2015, the GATE Strategic Plan will be evaluated to make recommendations for years 2015-16 and 2016-2017.</p>	<p>As a result of teacher training and engagement students will be able to demonstrate:</p> <ul style="list-style-type: none"> - Knowledge and skills relating to digital literacy. - Developed at least 1 project based learning - Activity that supports their current interest in college and careers. <p>Reauthorization of the GATE Strategic Plan.</p>	State Priorities: 2, 3, 8
<p>Need: To develop an LCAP plan and LCAP budget aligned to LCFF and CCSS Systems Implementation Plan and district and site program plans.</p> <p>Metric: The adopted June 2014 LCAP plan and</p>	4) Implement the Common Core State Standards (CCSS) Systems Implementation Funding and Spending Plan in alignment with the CCSS Systems Implementation Plan. Develop and author the	All students	All schools	February - April	<p>The CCSS funding plan is aligned to the 8 LCAP priority areas and the 7 CSS Guiding Principles of the CCSS plan.</p> <p>LCFF adopted 2013-14</p>	<p>Revise and continue to implement expenditures defined in the LCAP and adopt the LCFF 2016 District Budget.</p>	<p>Revise and continue to implement expenditures defined in the LCAP and adopt the LCFF 2017 District Budget.</p>	<p>CCSS Guiding Principles: 1, 2, 3, 4, 5, 6, and 7</p> <p>State Priorities: 1, 2, 3, 4, 5, 6, 7, and 8</p>

<p>the adopted June 2014 LCFF 2015 District Budget.</p> <p>Metric: Williams Settlement Complaint Procedure 2011-12: 0 2012-13: 0 2013-14: 0</p>	<p>Local Control Accountability Plan (LCAP) during the 2013-2014 school year for adoption by the Board of Trustees at our June 18, 2014, board meeting.</p>				<p>Implement initial expenditures defined in the LCFF 2015.</p>			
<p>Need: To identify SPSA/SMART goal measures and identify base-line data as well as a system for database management.</p> <p>Metric: The accomplishment and completion of SPSA/SMART Goals.</p> <p>Metric: Monthly reports by staff to the Board of Trustees on the progress toward district and site goals as documented by the Board meeting agendas.</p> <p>Metric: District 2013 API – 879 Subgroups: NA 2013 STAR test results: NA</p>	<p>5) The superintendent will work with the principals, teachers, staff, students and parents to identify academic programs, instructional pedagogy, and curriculum that support continuous growth in student achievement and close the achievement gap by working towards proficiency in the common core state standards. The superintendent will work with the learning community to determine SMART goals for the sites (articulated in their SPSA) and SMART goals for focal students based on formative and summative data.</p>	<p>All Students</p>	<p>All schools</p>	<p>February - April</p>	<p>Maintain and assess student proficiency at grade level in the Core content areas of ELA, math, science and social science.</p> <p>SPSA goals will reflect site based implementation and identified needs correlated to CCSS implementation in ELA/ELD and mathematics (SPSA attached)</p> <p>Focus during the 2014-15 school year will be mathematics</p>	<p>Continue revising SPSA goals based on implementation and identified needs correlated to CCSS Systems Implementation Plan in ELA/ELD and mathematics.</p> <p>Focus during the 2015-16school year will be ELA/ELD</p>	<p>Continue revising SPSA goals based on implementation and identified needs correlated to CCSS Systems Implementation Plan in ELA/ELD and mathematics.</p>	<p>State Priorities: 4 CCSS Guiding Principles: 3</p>
<p>Need: Provide for high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to provide differentiated instruction, problem solving strategies, and critical thinking at every</p>	<p>6) Support the CCSS Systems Implementation Plan through professional development provided by the GATE program. Principals, teachers, staff, students, and parents will identify academic programs, instructional pedagogy,</p>	<p>GATE Identified All students</p>	<p>All schools</p>	<p>February - April</p>	<p>Professional development in the areas of Icons of Depth and Complexity - Professional development participation in non-school sponsored professional</p>	<p>Students will demonstrate their ability of academic achievement by: - Project based learning curriculum - Collaborative teamwork on special extended projects per differentiated plan.</p>	<p>Students will demonstrate their ability of academic achievement by: - Project based learning curriculum - Collaborative teamwork on special extended projects per differentiated plan.</p>	<p>CCSS Guiding Principles: 2 State Priorities: 3, 7, 8</p>

<p>instructional level.</p> <p>Metric: All K students receive differentiated GATE instruction</p> <p>Metric: Gate Student/Parent survey.</p> <p>Metric: Partnership for 21st Century Skill, K-12 Exemplar Evaluation Tool</p> <p>Metric: GATE meeting logs and notes. Meeting priority summary Action Plan.</p> <p>Metric: GATE Teacher survey.</p>	<p>and curriculum that support continuous growth in student achievement and is differentiated for identifying GATE students.</p>				<p>development such as: webinars and MOOCs.</p> <ul style="list-style-type: none"> - Observation and Notes - Student products <p>Professional development in the area of Depth of Knowledge to provide teachers with strategies and practices to provide instruction at Level 3 and 4, such as:</p> <ul style="list-style-type: none"> - Instructional differentiation - Project based learning - Alternative energy (solar) - Digital technology 	<ul style="list-style-type: none"> - Culminating activities 		
<p>Need: Professional Development aligned to teacher leadership.</p> <p>Metric: At minimum 35% of teachers in the district participate in teacher leadership trainings and activities that support emerging teacher leadership.</p> <p>Metric: Linda Lambert's <i>Rubric of Emerging Teacher Leadership</i>.</p> <p>Metric: Linda Lambert's <i>Leadership Capacity Staff Survey and Leadership Capacity School Survey</i>.</p>	<p>7) We will have systems and structures in place that build teacher capacity and develop leadership. The superintendent will provide opportunities to build teacher capacity and to develop teacher leadership practice. We will develop professional development plans and implement professional development and coaching that supports teachers in their skills and practices in supporting teaching and learning, student behavior management and facilitating instructional objectives.</p>	<p>All students</p>	<p>All schools</p>	<p>February - April</p>	<p>Provide professional development in support of building Teacher Leadership Capacity and the instructional implementation of the CCSS in 2014-15 to increase the percentage of teachers participating in these programs.</p>	<p>Provide professional development in support of building Teacher Leadership Capacity and the instructional implementation of the CCSS in 2015-16 to increase the percentage of teachers participating in these programs.</p>	<p>Provide professional development in support of building Teacher Leadership Capacity and the instructional implementation of the CCSS in 2016-17 to increase the percentage of teachers participating in these programs.</p>	<p>CCSS Guiding Principles: 1, 2</p> <p>State Priorities: :</p>
<p>Need: Professional Development for Instructional Assistants</p>	<p>8) We will develop professional development plans and</p>	<p>All students</p>	<p>All schools</p>	<p>February - April</p>	<p>Provide staff development for Instructional</p>	<p>Provide staff development for the Instructional</p>	<p>Continue professional development for</p>	<p>CCSS Guiding Principles: 1</p>

<p>(IA)</p> <p>Metric: Instructional Assistance attendance logs in workshops, trainings, and staff development days.</p>	<p>implement professional development and coaching that supports Instructional Assistants in their skills and practices in supporting teaching and learning, student behavior management and facilitating instructional objectives. The superintendent will work with the principals, program coordinators and teachers to provide professional development and the rehearsal of skills for the Instructional Assistants to develop their practice and effectiveness.</p>				<p>Assistants in support of the CCSS implementation (CCSS modules on the CDE website and/or related workshops and conferences in math) and other areas of instructional support, safety, behavior development and intervention in 2014-15.</p>	<p>Assistants in support of the CCSS implementation (CCSS modules on the CDE website and/or workshops and conferences in ELA/ELD) and other areas of instructional support, safety, behavior development and intervention in 2015-16</p>	<p>Instructional Assistants in CCSS implementation (CCSS modules on the CDE website and/or workshops and conferences in areas identified as needed in Site SPSS goals) and other areas of instructional support, safety, behavior development and intervention in 2016-17</p>	<p>State Priorities: :</p>
<p>Need: Identify the needs of Transitional Kindergarten (TK) within the district.</p> <p>Metric: Transitional Kindergarten enrollment: 2013-14: 8 TK students 2014-15: 18 TK students</p>	<p>9) The district will implement the Kindergarten Readiness Act to help ensure that California children are prepared to succeed in Kindergarten and beyond. The district's transitional Kindergarten program in 2014-15 and each school year thereafter will admit children who have their fifth birthday between September 2 and December 2. Highly qualified Transitional Kindergarten teacher and Instructional Assistant.</p>	<p>Transitional Kindergarten Students</p>	<p>Preschool Transitional Kindergarten and Kindergarten students at Acorn Preschool and Oak Grove Elementary</p>	<p>February - April</p>	<p>Expand TK admittance for five year olds from October 2 in 2013-14 to September 2 through December 2 in 2014-15.</p> <p>Alignment of the Preschool Learning Foundations and Early Education resources.</p> <p>Implementation of the Rowland Reading foundations program called Super Start.</p> <p>(Happily Ever After Meeting the Super Kids)</p> <p>Assign a highly qualified</p>	<p>Continued alignment of the Preschool Learning Foundations and Early Education resources.</p> <p>Continued implementation and assessment of the Rowland Reading Foundations program Super Start.</p> <p>(Happily Ever After Meeting the Super Kids).</p> <p>Assign a highly qualified Transitional Kindergarten teacher and Instructional Assistant.</p>	<p>Continued alignment of the Preschool Learning Foundations and Early Education resources.</p> <p>Continued implementation and assessment of the Rowland Reading Foundations program Super Start.</p> <p>(Happily Ever After Meeting the Super Kids).</p> <p>Assign a highly qualified Transitional Kindergarten teacher and Instructional Assistant.</p>	<p>CCSS Guiding Principles: 2, 3, 4</p> <p>State Priorities: 2, 4, 7</p>

					Transitional Kindergarten teacher and Instructional Assistant.			
<p>Need: The National Association for the Education of Young Children recommends having highly qualified ECE teachers in preschool programs</p> <p>Metric: Current Educational experience as well as ongoing attendance at professional development opportunities</p>	a) Have highly qualified Early Childhood teachers to implement Early Childhood Education Goals	All students	Acorn Preschool	Quarterly	All staff will participate in at least 10 hours of professional development opportunities, such as trainings, workshops, conferences or collegiate course work.	All staff will participate in at least 10 hours of professional development opportunities, such as trainings, workshops, conferences or collegiate course work.	All staff will participate in at least 10 hours of professional development opportunities, such as trainings, workshops, conferences or collegiate course work.	State Priorities:
<p>Need: Implement Preschool Learning Foundations (PFL) Language and Literacy benchmarks as recommended by the California Department of Education</p> <p>Metric: Acorn Preschool's Early Childhood Educational Assessment Tool.</p>	b) Develop Early Literacy for Preschool Students	All students	Acorn Preschool	Quarterly	80% of our students will be able to meet the Preschool Learning Foundations benchmarks in Language and Literacy, specific for their age. This will be identified by using the Acorn Preschool's Early Childhood Educational Assessment Tool that correlates to the PFL benchmarks.	85% of our students will be able to meet the Preschool Learning Foundations benchmarks in Language and Literacy, specific for their age. This will be identified by using the Acorn Preschool's Early Childhood Educational Assessment Tool that correlates to the PFL benchmarks.	90% of our students will be able to meet the Preschool Learning Foundations benchmarks in Language and Literacy, specific for their age. This will be identified by using the Acorn Preschool's Early Childhood Educational Assessment Tool that correlates to the PFL benchmarks.	State Priorities: 2, 7
<p>Need: To provide teachers and parents with data on a child's academic and social /emotional growth in Early Childhood Education.</p> <p>Metric: Teacher designed assessments,</p>	c) Implement Acorn Preschool's Early Childhood Educational Assessment Tool, which correlates to Preschool Learning Foundations.	All students	Acorn Preschool	Quarterly	100% of staff will utilize appropriate assessment tools that correlate to the benchmarks in PLF. Through utilizing the assessment tool staff will be able to differentiate for	100% of staff will utilize appropriate assessment tools that correlate to the benchmarks in PLF. Through utilizing the assessment tool staff will be able to differentiate for	100% of staff will utilize appropriate assessment tools that correlate to the benchmarks in PLF. Through utilizing the assessment tool staff will be able to differentiate for	State Priorities: 2, 4, 8

<p>using APEA and the 2013-14 Acorn Family Survey. This survey will be administered annually.</p>					<p>student's individual needs. Staff will also document their findings from the assessment and share them with parent conferences.</p>	<p>student's individual needs. Staff will also document their findings from the assessment and share them with parent conferences.</p>	<p>student's individual needs. Staff will also document their findings from the assessment and share them with parent conferences.</p>	
<p>Need: Parent Involvement is part of best practices for Early Childhood Education according to National Association for the Education of Young Children.</p> <p>Metric: Attendance at Acorn Preschool events and feedback on the annual Family Survey.</p>	<p>d) To create a partnership with Preschool Parents and increase their involvement in supporting their child's early learning and development.</p>	<p>All students</p>	<p>Acorn Preschool</p>	<p>Quarterly</p>	<p>80% of our parents will be involved in on-campus activities such as Back to School Night, Student Showcase, Open House, workshops led by staff, as well as parent conferences.</p>	<p>85% of our parents will be involved in on-campus activities such as Back to School Night, Student Showcase, Open House, workshops led by staff, as well as parent conferences.</p>	<p>90% of our parents will be involved in on-campus activities such as Back to School Night, Student Showcase, Open House, workshops led by staff, as well as parent conferences.</p>	<p>State Priorities: 2, 3, 7</p>
<p>Need: Summative and formative assessment data accessed through data-based assessment systems to inform instructional practices in teaching and learning.</p> <p>Metric: Implementation, training and use of data-based Assessment Programs such as <i>Illuminate</i> and <i>Intel Assess</i></p> <p>Metric: 21st century measures aligned to the International Standards for Technology in Education as identified in the OGUSD technology plan.</p>	<p>10) We will implement a 21st Century Assessment System with associated technology upgrades and training, assessment banks and student profile characteristics with initial training and piloting commencing during the 2014-2015 school year and implementation occurring in 2014-2017 school year. The superintendent will work with the Coordinators, Director and Site Principals to coordinate this implementation with staff.</p>	<p>All students</p>	<p>All schools</p>	<p>February - April</p>	<p>Staff and administration will explore the CDE Digital Library to use and implement with students LEA wide to determine progress and inform instruction.</p> <p>Staff and administration will research, choose and pilot an Assessment System such as <i>Illuminate</i> and <i>Intel Assess</i> to further determine student progress and inform instruction.</p> <p>Staff will learn and pilot the partnership for 21st century skills evaluation tool.</p>	<p>Continue to use CDE Digital Library to determine student progress and inform practice.</p> <p>Develop and implement an Assessment System for use by staff to further inform progress and instruction.</p> <p>Staff will continue to use the 21st century evaluation tool.</p>	<p>Continue to use CDE Digital Library to determine student progress and inform</p> <p>Continue the implementation of the Assessment system to determine student progress and inform best instructional practices.</p> <p>Staff will continue to use the 21st century evaluation tool.</p>	<p>State Priorities: 2, 4, 5, 8</p>

					Choose an area to focus in the first year of implementation to determine student use and alignment of curriculum to 21 st century skills.			
<p>Need: To identify, develop and use common assessments in math Kindergarten.</p> <p>Metric: In Kindergarten we will use the unit tests in Every Day Math and Numbers Talks text.</p> <p>2013 STAR test results: NA</p>	11) Research and implement common assessments in mathematics K, that are also supported with teacher training in their application and use in informing instruction.	All students	Oak Grove Elementary	February - April	<p>During the Fall of 2014-15 common benchmark assessments will be identified and used by grade level staff to determine student progress and differentiate student groupings for tier 1 and placement for RTI in tier 2 Interventions as well as inform instruction by grade level.</p> <p>MARS Tasks and Number Talks will be used to mathematically assess and critique progress on math problems aligned to the CCSS.</p>	<p>Continue to use and implement benchmark assessments identified during the 2015-16 school year for student placement in tier 1 and tier 2 programs and to inform instruction.</p> <p>Identify literacy tasks that can be implemented during the 2015-16 school year.</p> <p>Continue to use MARS tasks and Number talks to assess and critique student progress on math skills.</p>	<p>Continue to use and implement benchmark assessments identified during the 2016-17 school year for student placement in tier 1 and tier 2 programs and to inform instruction.</p> <p>Identify literacy tasks that can be implemented during the 2015-16 school year.</p> <p>Continue to use MARS tasks and Number talks to assess and critique student progress on math skills.</p>	State Priorities:
<p>Need: To provide grade level and differentiated Tier I and Tier II Response to Intervention (RTI) interventions in ELA and math to support students who are below grade level in these subjects.</p> <p>Metric: 2013 STAR test results: NA</p> <p>Metric: Elementary</p>	12) Students will participate in RTI and/or the Learning Center (LC) model in order to close the achievement gap and become grade level proficient in ELA and math.	<p>Identified students</p> <p>Transitional Kindergarten and Kindergarten Students</p>	Oak Grove Elementary	February - April	Students will have access to RTI and LC model to perform at grade level	Students will have access to RTI and LC model to perform at grade level	Students will have access to RTI and LC model to perform at grade level	State Priorities: 2, 4, 5, 8
					Develop base line	Meet targets	Meet targets	

<p>DIBBLES assessments</p> <p>Metric: Teacher designed grade level or content assessments, student report cards, trimester progress reports.</p>								
<p>Need: Facilitate team meetings using site and district RTI processes to identify students below grade level who require intervention.</p> <p>Metric: 2013 STAR test results: NA</p> <p>Metric: Elementary DIBBLES assessments</p> <p>Metric: Teacher designed grade level or content assessments, student report cards, trimester progress reports.</p> <p>Metric: Calendar of facilitated RTI meetings and completed RTI forms.</p> <p>Metric: Agendas from the Student Support Service Leadership Team meetings.</p>	<p>13a) Teachers will meet with RTI and Learning Center (LC) teachers to coordinate intervention in grade levels for students not performing at grade level using site and district RTI referral processes.</p>	<p>Identified students</p> <p>All students</p>	<p>All schools</p>	<p>Student performance assessed every 6-9 weeks</p>	<p>Students will have access to RTI and LC model to perform at grade level</p>	<p>Students will have access to RTII and LC model to perform at grade level</p>	<p>Students will have access to RTI and LC model to perform at grade level</p>	<p>State Priorities: 2, 4, 5, 8</p>
<p>Need: To evaluate the instructional impact on student progress of current RTI programs.</p> <p>Metric: Student progress and final report card grades; Benchmark Assessments and RTI Progress Indicators and Student Study Team</p>	<p>13b) We will evaluate our current Response to Intervention (RTI) programs and practices to support continuous improvement in the programs' implementations and to meet the diverse learning needs of all of our students.</p>	<p>Identified students</p> <p>All students</p>	<p>All schools</p>	<p>March - June</p>	<p>Teachers will examine and evaluate the implemented RTI and LC models in order to make appropriate changes for the next school year.</p>	<p>Teachers will examine and evaluate the implemented RTI and LC models in order to make appropriate changes for the next school year.</p>	<p>Teachers will examine and evaluate the implemented RTI and LC models in order to make appropriate changes for the next school year.</p>	<p>State Priorities: 2, 4, 5, 8</p>

logs.								
<p>Need: To further train staff in Project Based Learning (PBL) in order to enhance projects and implement PBL activities designed to provide students with 21st Century Learning experiences correlated to the CCSS.</p> <p>Metric: PBL outcome metrics such as criterion based tasks and work products, performances and/or productions.</p>	14) Continue the implementation of Project Based Learning (PBL) in the district in Pre K - Kindergarten grades.	All students	All schools	February - April	Students will participate in PBL activities aligned to CCSS designed by faculty who have been trained in PBL CCSS alignment.	Students will participate in annual PBL assessments related to their PBL projects demonstrating alignment to the CCSS.	Students will participate in enhanced PBL projects that are aligned to CCSS in ELA and math.	CCSS Guiding Principles: 1, 3 State Priorities: 3, 4
<p>Need: To provide students and staff with instructional technology to successfully implement the CCSS, allow for teacher collaboration, enable state and local benchmark assessments and prepare students with 21st Century skills.</p> <p>Metric: As a base line a minimum of 55% of teachers with classroom technology upgrades to implement CCSS and prepare students for 21st Century learning and provide corresponding professional development.</p> <p>Metric: BrightBytes Survey data.</p>	15) Through the use of technology increase student success in ELA, Math, Science and Literacy to prepare students to be college and career ready.	All students	All schools	July - June	An increase in 60% of teachers with classroom technology upgrades to implement CCSS and prepare students with 21 st Century skills.	An increase in 80% of teachers with classroom technology upgrades to implement CCSS and prepare students with 21 st Century skills.	Exceed 95% of teachers with classroom technology upgrades to implement CCSS and prepare students with 21 st Century skills.	State Priorities: 2, 5, 8

	What will be different/improved for students?	Related State and Local
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Development of Life Skills Identified Need and Metric	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected	Annual Update: Analysis of Progress	LCAP Year			Priorities
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Development of Life Skills – We will implement research-based 21st Century Learning opportunities that teach our students the attributes of critical thinking, problem solving, communication, creativity and collaboration in order to support and strengthen their school, life and career development.</p> <p>Need: To implement the Preschool Learning Foundations/ Social and Emotional Benchmarks</p> <p>Metrics: Use the Acorn Preschool Educational Assessment that correlates to the Social and Emotional Benchmarks in the Preschool Learning Foundations</p>	1) Implement programs designed to develop resiliency in students and give them the opportunities to rehearse life skills.	All students	Acorn Preschool	February - April	75% of students will be able to achieve the social and emotional benchmarks in the Preschool Learning Foundations	80% of students will be able to achieve the social and emotional benchmarks in the Preschool Learning Foundations	85% of students will be able to achieve the social and emotional benchmarks in the Preschool Learning Foundations	State Priorities: 1, 6
<p>Need: To develop and provide quality services and opportunities which teach our students the attributes of critical thinking, problem solving, communication, creativity and collaboration in order to support and strengthen students’ school, life and career development.</p> <p>Metric: Suspension rates: NA Expulsion rates: NA</p>	2) Implementation of the district’s Intervention and Bully Prevention Programs	All students	All schools	February - April	Maintain and continue to improve suspension and expulsion rates. Students will have access to academic and social/emotional programs and/or curriculum; school wide assemblies; review of Annual Guide for Parents/Guardians and Students, all of	Maintain and continue to improve suspension and expulsion rates. Will result in a 3% reduction in absences and tardy rates; a reduction in # of detentions; a reduction in # of suspensions; a reduction in # of referrals to school counselors/school psych; a reduction	Maintain and continue to improve suspension and expulsion rates. Will result in a 1% reduction in absences and tardy rates; a reduction in # of detentions; a reduction in # of suspensions; a reduction in # of referrals to school counselors/school psych; a reduction	State Priorities: 3, 4, 6 Willowside SPSA Goal 3 (School Climate) and 4 (21 st Century Learner and School Culture) Oak Grove SPSA Goal 3 (Life Skills/Kids First Counseling Program)

<p>Metric: California Healthy Kids Survey: NA</p> <p>Metric: District average daily attendance rate: District average daily attendance rate: 2012-13: LEA - 95.8% 2013-14: LEA – 95.65%</p> <p>Rate of chronic absenteeism: 0%</p> <p>Metric: Williams Settlement Complaint Procedure 2011-12: 0 2012-13: 0 2013-14: 0</p> <p>Metric: Partnership for 21st Century Skill, K-12 Exemplar Evaluation Tool</p>					<p>which address bully prevention and will result in a reduction in absences and tardy rates; a reduction in # of detentions; a reduction in # of suspensions; a reduction in # of referrals to school counselors/school psych; a reduction in # of referrals to WCC, SCOE or other NPA’s Behavior Specialist; a reduction in # of crisis interventions; a reduction in # of formal parent complaints; a reduction in # of referrals to overall outside agencies/organizations/LEA’s; a reduction of # of legal proceedings due to formal complaints filed by students, parents, staff based on 2013-14 metric.</p> <p>The five indicators from 21st Century skills – and implementation framework will be developed and implemented for students.</p>	<p>in # of referrals to WCC, SCOE or other NPA’s Behavior Specialist; a reduction in # of crisis interventions; a reduction in # of formal parent complaints; a reduction in # of referrals to overall outside agencies/organizations/LEA’s; a reduction # of legal proceedings due to formal complaints filed by students, parents, staff based on 2014-15 metric</p>	<p>in # of referrals to WCC, SCOE or other NPA’s Behavior Specialist; a reduction in # of crisis interventions; a reduction in # of formal parent complaints; a reduction in # of referrals to overall outside agencies/organizations/LEA’s; a reduction # of legal proceedings due to formal complaints filed by students, parents, staff based on 2015-16 metric</p>	
<p>Need: To develop and provide quality services and opportunities, which teach our students the attributes of critical thinking, problem</p>	<p>3) To identify and strengthen the Social-Emotional skill based programs designed to develop resiliency in students and give</p>	<p>All students</p>	<p>All schools</p>	<p>February – April</p>	<p>* Students will have access to academic and social/emotional programs and/or curriculum; school</p>	<p>Will result in a 3% reduction in absences and tardy rates; a reduction in # of detentions; a reduction in # of</p>	<p>Will result in a 1% reduction in absences and tardy rates; a reduction in # of detentions; a reduction in # of</p>	<p>State Priorities: 3, 4, 6 Willowside SPSA Goal 3 (School Climate) and 4</p>

<p>solving, communication, creativity and collaboration in order to support and strengthen the students' school, life, career development, physical fitness, health, and wellness.</p> <p>Metric: District average daily attendance rate: 2012-13: LEA - 95.8% 2013-14: LEA – 95.65%</p> <p>Metric: Suspension rates: NA Expulsion rates: NA</p> <p>Metric: California Healthy Kids Survey: NA</p>	<p>students the opportunity to rehearse life skills.</p>				<p>wide assemblies; review of Annual Guide for Parents/Guardians and Students, all of which address bully prevention and will result in a reduction in absences and tardy rates; a reduction in # of detentions; a reduction in # of suspensions; a reduction in # of referrals to school counselors/school psych; a reduction in # of referrals to WCC , SCOE or other NPA's Behavior Specialist; a reduction in # of crisis interventions; a reduction in # of formal parent complaints; a reduction in # of referrals to overall outside agencies/organizations/LEA's; a reduction of # of legal proceedings due to formal complaints filed by students, parents, staff based on based on 2013-14 metric</p>	<p>suspensions; a reduction in # of referrals to school counselors/school psych; a reduction in # of referrals to WCC , SCOE or other NPA's Behavior Specialist; a reduction in # of crisis interventions; a reduction in # of formal parent complaints; a reduction in # of referrals to overall outside agencies/organizations/LEA's; a reduction # of legal proceedings due to formal complaints filed by students, parents, staff based on 2014-15 metric</p>	<p>suspensions; a reduction in # of referrals to school counselors/school psych; a reduction in # of referrals to WCC , SCOE or other NPA's Behavior Specialist; a reduction in # of crisis interventions; a reduction in # of formal parent complaints; a reduction in # of referrals to overall outside agencies/organizations/LEA's; a reduction # of legal proceedings due to formal complaints filed by students, parents, staff based on 2015-16 metric</p>	<p>(21st Century Learner and School Culture)</p> <p>Oak Grove SPSA Goal 3 (Life Skills/Kids First Counseling Program)</p>
<p>Need: To develop and provide quality services and opportunities which teach our students the attributes of critical thinking, problem solving, communication, creativity and collaboration in order to</p>	<p>4) Provide specialized screenings and assessment(s) to determine if a processing disorder, learning disability or social/emotional disability may be contributing to a</p>	<p>Identified students</p> <p>All students</p>	<p>All schools</p>	<p>February - April</p>	<p>Implementation of screenings and assessments will result in qualified and non-qualified students who will receive an educational program tailored to</p>	<p>Implementation of screenings and assessments will result in qualified and non-qualified students who will receive an educational program tailored to</p>	<p>Implementation of screenings and assessments will result in qualified and non-qualified students who will receive an educational program tailored to</p>	<p>State Priorities: 3, 4, 6</p> <p>Willowside SPSA Goal 3 (School Climate) and 4 (21st Century Learner and School Culture)</p>

support and strengthen students' school, life and career development.	student's learning and/or social/emotional challenges exhibited at school				their needs; evidence of implementation will result in appropriate services being provided to students that will be monitored no less than annually to ensure the educational program in place remains adequate and relevant in addressing student's evolving needs and will result in a decrease of services. The qualified student population for special education will be no more than the state norm of 11%.	their needs; evidence of implementation will result in appropriate services being provided to students that will be monitored no less than annually to ensure the educational program in place remains adequate and relevant in addressing student's evolving needs and will result in a decrease of services. The qualified student population for special education will be 2% below the state norm of 11%.	their needs; evidence of implementation will result in appropriate services being provided to students that will be monitored no less than annually to ensure the educational program in place remains adequate and relevant in addressing student's evolving needs and will result in a decrease of services. The qualified student population for special education will be 3% below the state norm of 11%.	Oak Grove SPSA Goal 3 (Life Skills/Kids First Counseling Program)
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					What will be different/improved for students?			
Stewardship of the Environment Identified Need and Metric	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected	Annual Update: Analysis of Progress	LCAP Year			Related State and Local Priorities
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Stewardship of the Environment – Our learning community will continue to cultivate environmental stewardship by engaging students in 21 st Century Learning and scientific inquiry through the implementation of FOSS (Full Option Science System) and STEM (Science, Technology,	1) The Preschool Staff will utilize Project Approach learning with the goal that students will gain a deeper understanding of subject matter based on cross curricular approach that focuses on the benchmarks in Preschool Learning Foundations	All students	Acorn Preschool	Quarterly	80% of students will be able to achieve the science benchmarks in the Preschool Learning Foundations	85% of students will be able to achieve the science benchmarks in the Preschool Learning Foundations	90% of students will be able to achieve the science benchmarks in the Preschool Learning Foundations	State Priorities: 2, 4, 7, 8

<p>Engineering and Mathematics curricular integration) while instilling an appreciation and respect for their school environment. Our staff will foster and model this through ongoing professional development in scientific inquiry and STEM, instructional collaboration and transition to the Next Generation Science Standards.</p> <p>Need: Frameworks for Preschool Learning Foundations/21st Century Learning</p> <p>Metric: Assessment of Science benchmarks in Preschool Learning Foundations</p>								
<p>Need: The Acorn Preschool Annual Parent Survey results revealed that families were interested in having more plants, flowers, on the yard.</p> <p>Metric: The students' engagement with the outdoor environment as measured by the Lawrence Hall of Science and California Preschool Instructional Network (CPIN) Science Exploration rubric.</p>	<p>2) Staff will continue to seek professional development that focuses on Environmental Science in Pre K and Kindergarten.</p>	<p>All students</p>	<p>Acorn Preschool</p>	<p>Quarterly</p>	<p>100% of staff will have more knowledge and experience on how to utilize and create age appropriate Environmental Science Curriculum for Pre-k students utilizing Project Approach, that correlate with the benchmarks of the Preschool Learning Foundations.</p>	<p>100% of staff will have more knowledge and experience on how to utilize and create age appropriate Environmental Science Curriculum for Pre-k students utilizing Project Approach, that correlate with the benchmarks of the Preschool Learning Foundations.</p>	<p>100% of staff will have more knowledge and experience on how to utilize and create age appropriate Environmental Science Curriculum for Pre-k students utilizing Project Approach, that correlate with the benchmarks of the Preschool Learning Foundations.</p>	<p>State Priorities: 1, 2</p>
<p>Need To extend preschool science learnings into outdoor educational environments.</p>	<p>3) To enhance the outdoor environment with classroom gardens, outdoor murals and interactive science</p>	<p>All students</p>	<p>Acorn Preschool</p>	<p>Quarterly</p>	<p>Students will be able to engage with the outdoor environment in meaningful ways</p>	<p>Students will be able to engage with the outdoor environment in meaningful ways</p>	<p>Students will be able to engage with the outdoor environment in meaningful ways</p>	<p>State Priorities: 1, 2, 4, 8</p>

<p>Metric: Schedule of outdoor education lessons and activities.</p>	<p>stations.</p>				<p>that allow that to develop a respect and appreciation for their environment. Students will also have access to the Oak Grove Elementary Schoolyard Habitat.</p>	<p>that allow that to develop a respect and appreciation for their environment. Students will also have access to the Oak Grove Elementary Schoolyard Habitat.</p>	<p>that allow that to develop a respect and appreciation for their environment. Students will also have access to the Oak Grove Elementary Schoolyard Habitat.</p>	
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					What will be different/improved for students?			
Celebration of Diversity Identified Need and Metric	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected	Annual Update: Analysis of Progress	LCAP Year			Related State and Local Priorities
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Celebration of Diversity – We will foster cultural change in curriculum and instruction focused on lessons and activities that promote cultural proficiency. We will create action goals to develop an understanding of global multiculturalism and diversity. The Superintendent will help the district identify and remove barriers to achievement for all students through the implementation of Culturally Responsive Teaching and Learning Strategies.</p> <p>Need: To provide parent/guardian communication and community outreach to the district’s diverse population to foster cultural proficiency and</p>	<p>1) District will reach out to parents and the community and interact with families at school events and community settings so we gain authentic information and understanding about community cultures. This will support parent communication and community outreach that will foster an understanding of cultural diversity and equity.</p>	<p>Identified English language learners Ethnic subgroups All students</p>	<p>All schools</p>	<p>November - May</p>	<p>Develop and offer a program of ELD and Literacy classes for parents in English and in their home language.</p> <p>Increase the number of Parent Institutes offered by 3%.</p>	<p>Continue the ELD and literacy classes for parents; adding strategies for reading with their children and supporting them with their homework to the parent institute curriculum.</p> <p>Increase the number of Parent Institutes offered by 3%.</p>	<p>Provide students and their parents services and resources in their home language.</p> <p>Increase the number of Parent Institutes offered by 3%.</p>	<p>State Priorities: 3, 5, 6</p> <p>District : 4. Collaborate with parents and guardians of all students to integrate the CCSS into program and activities beyond the K-12 school setting. 7. Design and establish systems of effective communication among stakeholders to identify areas of need.</p>

equity. Metric: Acorn Preschool Family Survey Metric: Oak Grove SPSA/LCAP Survey. Metric: Parent Institutes offered by the district: 2012-13: 3 2013-14: 5								
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					What will be different/improved for students?			Related State and Local Priorities
Engagement with the Arts Identified Need and Metric	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected	Annual Update: Analysis of Progress	LCAP Year			
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Engagement with the Arts – The Fine Arts Program will support the implementation of the California Visual and Performing Arts Standards, the Common Core State Standards and 21 st Century Learning by continuing to offer multiple opportunities through lessons, workshops and performances, for students to create and perform, understand and appreciate the visual arts, dance, music, theater, poetry, and storytelling. Need: Engage all students in the arts in their school community. Metric: Parent volunteer participation, Showcase	1) Implement the Fine Arts Program Plan (FAPP), (attached), thus continue to make a positive contribution to the learning environment.	All students	All schools	February – April	Students will experience an improved learning environment with multiple Fine Arts offerings and be engaged in instruction provided by teaching artists and staff (Band, Choir, and Arts Electives). Showcase participation and parent volunteerism will increase.	Students will experience an improved learning environment with multiple Fine Arts offerings and be engaged in instruction provided by teaching artists and staff (Band, Choir, and Arts Electives). Showcase participation and parent volunteerism will increase.	Students will experience an improved learning environment with multiple Fine Arts offerings and be engaged in instruction provided by teaching artists and staff (Band, Choir, and Arts Electives). Showcase participation and parent volunteerism will increase.	State Priorities: 1, 2, 3, 5, 6, 7

attendance, SPSA/LCAP Surveys.								
<p>Need: The Acorn Preschool Annual Parent Survey informed staff this was an interest of the community, which aligns with Oak Grove District’s goals.</p> <p>Metric: Student participation in a variety of events and showcases.</p>	2) Students have opportunities to demonstrate engagement and motivation with the visual and performing arts.	All students	All schools	Quarterly	80% of students will participate in the student showcase with enthusiasm and motivation. 80% of student will attend the Mr. Music Program.	85% will participate in ongoing art activities during the school day with their teacher and visiting artists.	90% will participate in ongoing art activities during the school day with their teacher and visiting artists.	State Priorities: 3, 7, 8
<p>Need: Consistently teach standards -aligned arts lessons that call for use of 21st Century skills.</p> <p>Metric: Visual and Performing Arts (VAPA) framework, Common Core State Standards anchor standards, Arts Program Visual and Performing Arts (VAPA) rubric</p>	3) Bridge Common Core anchor standards and California Visual and Performing Arts (VAPA) standards to improve curriculum and instruction in the arts. Establish learning goals as a baseline.	All students	All schools	February – April	Teaching artists will develop new lessons integrating Common Core anchor standards and California Visual and Performing Arts (VAPA) standards Trainings for 3 teaching artists in the Visual Arts will be provided by the Fine Arts Program Coordinator and local agencies	New units of study will be developed, existing lessons will be improved Trainings for 3 teaching artists in Music and Dance will be provided by the Fine Arts Program Coordinator and local agencies.	New units of study will be developed, existing lessons will be improved Trainings for 3 teaching artists in Theatre will be provided by the Fine Arts Program Coordinator and local agencies	State Priorities: 1, 2, 7
<p>Need: Provide arts lessons of a consistent quality in order to prepare students for their next level of arts education</p> <p>Metric: Assessment of teaching artists (Arts Specialist Review Form, attached)</p>	4) Teaching artists utilize the <i>Arts Program lesson plan template</i> to assure delivery of key Visual and Performing Arts standards and Common Core State Standards anchor standards. Plan will provide baseline for useful feedback on student performance and will be helpful in the assessment of the teaching artists.	All students	All schools	February – April	Lesson design will improve. Baseline for assessment of instructional outcomes will be defined. Teaching artists will score on assessments at level 3 or above.	Lesson design will improve. Baseline for assessment of instructional outcomes will be defined. Teaching artists will score on assessments at level 4 or above.	Lesson design will improve. Baseline for assessment of instructional outcomes will be defined. Teaching artists will score on assessments at level 5, the highest level.	State Priorities: 2, 8
<p>Need: Enhance teaching artists’ current educational practices</p>	5) Provide to teaching artists high quality professional development that	All students	All schools	February – April	Three professional development workshops will be offered for 3	Three professional development workshops will be offered for 4	Three professional development workshops will be offered for 5	State Priorities: 1, 2, 7, 8

Metric: Number of participants and number of trainings	demonstrates integration of 21 st Century learning and illustrates how deeper understanding of subject matter improves students' problem solving and critical thinking skills.				teaching artists and Arts Program Coordinator	teaching artists and Arts Program Coordinator	teaching artists and Arts Program Coordinator	
Need: Certify that all students have access to the arts during the school day. Metric: Number of students attending arts lessons who receive special services and/or are low income. Metric: Academic Performance Index (API) Report: NA	6) Establish protocol regarding attendance at arts lessons of students who receive special services to promote an inclusive culture and give our low income students parity with their economically advantaged peers.	All students	All schools	February – April	This population will have 2 hours of increased access to teaching artists, performances and Showcases.	This population will have 4 hours of increased access to teaching artists, performances and Showcases.	This population will have 6 hours of increased access to teaching artists, performances and Showcases.	State Priorities: 5, 6, 7
Need: Sustain the first three years of application and expand the use of Visual Thinking Strategies in the implementation of Common Core State Standards. Metric: Number of staff members participating.	7) Sustain the implementation Visual Thinking Strategies (VTS)	All students	All schools	February - April	100% of currently trained staff will continue to use VTS in their instruction. Through a professional development survey staff wanting additional training using VTS in content area instruction will be provided training.	As part of the Fine Arts Program Plan, visual arts teaching artists will be trained in use of VTS for use in the visual arts classroom. Acorn Preschool staff will investigate the implementation of the VTS Preschool Program.	As part of the Fine Arts Program Plan Performing arts teaching artists will be trained in use of VTS for use in the performing arts classroom.	State Priorities: 2, 4, 5, 7

					What will be different/improved for students?			Related State and Local Priorities
Finance (Governance) Identified Need and Metric	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected	Annual Update: Analysis of Progress	LCAP Year			
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	

<p>Finance (Governance) – We will adopt a balanced budget implementing the guidelines of the Local Control Funding Formula (LCFF) and align it to the Local Control Accountability Plan (LCAP) to ensure that our fiscal resources are allocated effectively to meet district goals. Through the LCFF Budget Development Committee, the Superintendent and the Chief Business Official will engage stakeholders in the development of the district budget.</p> <p>Need: To have an adopted budget that receives a positive certification and established fiscal stability for the school district.</p> <p>Metric: 1st Interim 2nd Interim Annual Adopted Budget Financial Audit CA Department of Education (CDE) Legislative Analyst Office (LAO) Department of Finance (DOF) School Services of CA (SSC)</p>	<p>1) We will develop and monitor multi-year financial projections to ensure that the district maintain a positive certification. The Superintendent will work in collaboration with the Chief Business Official to continuously monitor these projects and address deficit spending.</p>	<p>All students</p>	<p>All schools</p>	<p>On-going December 15th (1st Interim), March 15th (2nd Interim), April through June (Proposed Budget) for next year</p>	<p>To reduce deficit spending by 2% and identify additional saving measures.</p>	<p>To reduce deficit spending by 5% and identify additional saving measures.</p>	<p>To reduce deficit spending by 5% and identify additional saving measures.</p>	<p>State Priorities: 1, 4, 8</p>
<p>Need: To align district and site program budgets and expenditures with the annual budget development process.</p>	<p>2) We will further enhance the budget development and allocation process so that the adopted budget is closely aligned with district initiatives, the</p>	<p>All students</p>	<p>All schools</p>	<p>February - April</p>	<p>The programs will be able to take advantage of the financial system in maintaining and accessing effectively to their</p>	<p>The programs will be able to take advantage of the financial system in maintaining and accessing effectively to their</p>	<p>The programs will be able to take advantage of the financial system in maintaining and accessing effectively to their</p>	<p>State Priorities: 1, 3, 4</p>

<p>Metric: 1st Interim 2nd Interim Annual Adopted Budget Financial Audit CA Department of Education (CDE) Legislative Analyst Office (LAO) Department of Finance (DOF) School Services of CA (SSC)</p>	<p>Single Plans for Student Achievement and other program plans of the district that are approved by the Board of Trustees.</p>				<p>budgets.</p>	<p>budgets.</p>	<p>budgets.</p>	
<p>Need: To provide a compliant and healthy Child Nutrition Services (CNS) program that is cost effective.</p> <p>Metric: 1st Interim 2nd Interim Annual Adopted Budget Financial Audit</p> <p>Metric: CNS cost: 2011-2012 - \$95,000 2012-2013 - \$70,000</p>	<p>3) Continue to reduce the encroachment of Child Nutrition Services on the general fund budget through the implementation of the School Breakfast Program in the district.</p>	<p>All students</p>	<p>All schools</p>	<p>Quarterly</p>	<p>To reduce the encroachment by \$2,000</p>	<p>To reduce the encroachment by \$3,000</p>	<p>To reduce encroachment by \$4,000</p>	<p>State Priorities: 1, 3, 6</p>

					What will be different/improved for students?			
Facilities (Governance) Identified Need and Metric	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected	Annual Update: Analysis of Progress	LCAP Year			Related State and Local Priorities
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Facilities (Governance) – The Chief Business Official and the Superintendent will work with the Board of Trustees and district staff to review, monitor and supervise the Facilities Master Plan’s implementation.</p>	<p>1) Develop a routine and deferred maintenance list and timeline using the ESCAPE system for work orders.</p>	<p>All students</p>	<p>All schools</p>	<p>July 1, 2014 and on-going</p>	<p>Acquire ESCAPE access and set up level of approval from SCOE.</p> <p>Schedule trainings at SCOE for DO and school office staff.</p>	<p>Schedule trainings as needed at SCOE for DO and school office staff.</p>	<p>Schedule trainings as needed at SCOE for DO and school office staff.</p>	<p>State Priorities: 1, 6</p>

<p>Need: To monitor the submission and completion of emergency, routine, and deferred maintenance work orders.</p> <p>Metric: Williams Settlement Uniform Complaints: 2011-2012: 0 2012-2013: 0 2013-2014: 0</p> <p>Metric: <i>Escape</i> quarterly reports monitoring work orders at 30, 45, 60, 90 day completion.</p>								
<p>Need: To maintain school facility conditions which are good is 90-98.9% or exemplary99-100%, according to the Facility Inspection Tool (FIT).</p> <p>Metric: School Facility Conditions Evaluation: 2012-2013 – 96.76% Good</p> <p>Metric: District Facility Master Plan</p> <p>CA School Facilities Program (SFP)</p> <p>Office of Public School Constructions (OPSC)</p> <p>SCOE workshops</p>	<p>2) Continue to work on the district’s 5-year Facilities Master Plan and investigate opportunities for energy efficiency under Proposition 39 funding.</p>	<p>All students</p>	<p>All schools</p>	<p>July 1, 2014 and on-going</p>	<p>Work with the district’s facility planning consultant to partner with the energy conservation organization to implement energy efficiency measures using the Prop.39 funds.</p> <p>Maintain the FIT 90-98.9% - Good condition evaluation.</p>	<p>Continue working with the district’s facility planning consultant to partner with the energy conservation organization to implement energy efficiency measures using the Prop.39 funds.</p> <p>Maintain the FIT 90-98.9% - Good condition evaluation.</p>	<p>Working with the district’s facility planning consultant to partner with the energy conservation organization to implement energy efficiency measures using the Prop.39 funds.</p> <p>Maintain the FIT 90-98.9% - Good condition evaluation.</p>	<p>State Priorities: 1, 6</p>

SSC workshops								
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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, school-wide, countywide, or charter-wide 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.

Academic Excellence Goal	Related State and Local Priorities	Actions and Services	Level of Service	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?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) Maintain grade level proficiency and obtain proficiency in the core content areas. Core content refers to courses in ELA, math, history and science. A student is proficient when they perform at grade level based on state assessments.	Priority 1: Basic Priority 2: Implementation of State Standards Priority 3: Parental Involvement Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate Priority 7: Course Access Priority 8: Other Pupil Outcomes	a. All school district instructional staff are highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs. b. Intervention teachers and Instructional Assistants at all school sites to accelerate the progress of students who are not yet on grade level. c. Professional development for implementation of the CCSS and SBAC. d. Purchase of instructional	All schools	February - April	Certificated teacher cost: K - \$230,489 Intervention teacher cost: \$6,336 Instructional Assistants cost: \$812 Professional Development (PD) funding sources: 30% of the CCSS Funding and Spending Plan is designated for PD. Oak Grove Elementary SPSA: \$75,000 Block Grant GATE funding: \$18,204 Fine Arts Program funding: \$138,23 Title II, Part A: \$16,879 CCSS Instructional Materials funding sources: 25% of the CCSS	Certificated teacher cost 2% increase: K - \$235,100 Intervention teacher cost: \$6,463 Instructional Assistants cost: \$829 Professional Development (PD) funding sources: 30% of the CCSS Funding and Spending Plan is designated for PD. Oak Grove Elementary SPSA: \$75,000 Block Grant GATE funding: \$18,600 Fine Arts Program funding: \$139,810 Title II, Part A: \$16,879 CCSS Instructional Materials funding sources: 25% of the CCSS	Certificated teacher cost 2% increase: K - \$239,800 Intervention teacher cost: \$6,592 Instructional Assistants cost: \$847 Professional Development (PD) funding sources: 30% of the CCSS Funding and Spending Plan is designated for PD. Oak Grove Elementary SPSA: \$75,000 Block Grant GATE funding: \$19,000 Fine Arts Program funding: \$140,777 Title II, Part A: \$16,879 CCSS Instructional Materials funding sources: 25% of the CCSS

		<p>materials aligned to the CCSS</p> <p>e. The district and school sites will develop and support counseling staff to assist with the social and emotional needs of our students and their families.</p>			<p>Funding and Spending Plan is designated for Instructional Materials. Oak Grove Elementary SPSA: \$75,000 Block Grant</p> <p>School Psychologist/ Educationally Related Mental Health Services (ERMHS) coordinator cost: \$8,400</p> <p>Licensed Clinical Social Worker cost: \$9,080</p> <p>Oak Grove Elementary SPSA: \$75,000 Block Grant</p>	<p>Funding and Spending Plan is designated for Instructional Materials. Oak Grove Elementary SPSA: \$75,000 Block Grant</p> <p>School Psychologist/ Educationally Related Mental Health Services (ERMHS) coordinator cost: \$8,566</p> <p>Licensed Clinical Social Worker cost: \$9,263</p> <p>Oak Grove Elementary SPSA: \$75,000 Block Grant</p>	<p>Funding and Spending Plan is designated for Instructional Materials. Oak Grove Elementary SPSA: \$75,000 Block Grant</p> <p>School Psychologist/ Educationally Related Mental Health Services (ERMHS) coordinator cost: \$107,200</p> <p>Licensed Clinical Social Worker cost: \$9,448</p> <p>Oak Grove Elementary SPSA: \$75,000 Block Grant</p>
<p>2) We will develop an action plan for the adoption of Common Core State Standards (CCSS) in the core content areas (English Language Arts, mathematics, science and history/social studies), which includes professional development to research and become familiar with the CCSS, curriculum alignment and instructional materials adoption(s) to support their implementation. The superintendent will facilitate the development of this action plan with the District Leadership Team, teacher leaders, curriculum specialists at the Sonoma County Office of Education and</p>	<p>State Priorities: 1, 2, 3, 4, 5, 6, 7, 8</p> <p>CCSS Guiding Principles: 1, 2, 3, 4, 5, 6, 7</p>	<p>To support and implement the Oak Grove Union School District Common Core State Standards System Implementation Plan.</p> <p>To provide two Professional Development (PD) days as part of the teacher's 2014-2015 work calendar of 184 days.</p> <p>Participation in the West Sonoma County Mathematics Instructional Materials Committee.</p>	All schools	February - April	<p>CCSS Funding and Spending Plan: \$173,229.00</p> <p>Two additional calendar days for certificated teachers: \$31,906 (LCFF Block Grant/General Fund)</p> <p>Substitute costs at \$100 per day and teacher leadership stipend: \$500 per teacher per year.</p>	<p>To be determined by Governor's Budget.</p> <p>Two additional calendar days for certificated teachers: \$32,545 (LCFF Block Grant/ General Fund)</p>	<p>To be determined by Governor's Budget.</p> <p>Two additional calendar days for certificated teachers: \$33,195 (LCFF Block Grant/ General Fund)</p>

<p>staff. Develop and implement the Common Core State Standards (CCSS) Implementation Plan for 2013-2014 and 2014-2015 in core content areas, using the seven implementation strategies of the California Department of Education</p>		<p>To support and implement the SMART Goals of the Oak Grove SPSAs.</p>			<p>Oak Grove Elementary SPSA: \$75,000 Block Grant</p>	<p>Oak Grove Elementary SPSA: \$75,000 Block Grant</p>	<p>Oak Grove Elementary SPSA: \$75,000 Block Grant</p>
<p>3) Develop GATE Strategic Plan that is aligned to the District Goals, CCSS, LCAP priorities, and the District's 21st century focus for 2014 - 2016</p>	<p>State Priorities: 2, 3, 8</p>	<p>In partnership with the District GATE Leadership Team and the GATE PAC a revised 2 year strategic plan will be developed. Major areas will include: - Vision and Mission - Defining 21st Century Learning - Core Values of GATE - Goals aligned with the District CCSS and LCAP - Accomplishments - Benchmark Indicators - Steering Committee - Vision</p>	<p>All schools</p>	<p>February - April</p>	<p>GATE Program Plan budget allocation cost: \$18,204 (LCFF Block Grant/ General Fund)</p> <p>By October 2014, a summative evaluation of 2013-14 will be completed and presented to the District GATE Leadership and GATE PAC. (GATE: -0-)</p> <p>By October 2014 a summary of recommendations will be presented to the District GATE Leadership Team and GATE PAC for implementation for the 2014-2015 academic year (GATE: \$-0-)</p> <p>By October 2014, a calendar of events will be published for the fall and winter events. GATE: \$500</p> <p>By April 2015 the annual review will</p>	<p>GATE Program Plan budget allocation cost: \$18,600 (LCFF Block Grant/ General Fund)</p> <p>GATE program will work with the Superintendent's Leadership Team and District Curriculum Team to insure program alignment and focus that will support the CCSS and LCAP goals. (GATE: \$ -0-)</p> <p>Specific actions may include: Program evaluations via public hearing.</p> <p>Review and modifications of strategic plan to meet current guidelines and student's needs.</p> <p>Recommendations: - Professional develop - Pilot programs - Seek outside funding - Identify best practices - Become a demonstration district</p>	<p>GATE Program Plan budget allocation cost: \$19,000 (LCFF Block Grant/ General Fund)</p> <p>GATE program will work with the Superintendent's Leadership Team and District Curriculum Team to insure program alignment and focus that will support the CCSS and LCAP goals. (GATE: \$ -0-)</p> <p>Specific actions may include: Program evaluations via public hearing.</p> <p>Implement and review modifications of strategic plan to meet current guidelines and student's needs.</p> <p>Recommendations: - Professional develop - Pilot programs - Seek outside funding - Identify best practices - Become a demonstration district</p>

					recommend Year 2 actions and expenditures.	and school sites	and school sites
<p>4).Implement the Common Core State Standards (CCSS) Systems Implementation Funding and Spending Plan in alignment with the CCSS Systems Implementation Plan.</p> <p>Develop and author the Local Control Accountability Plan (LCAP) during the 2013-2014 school year for adoption by the Board of Trustees at our June 18, 2014, board meeting.</p>	<p>CCSS Guiding Principles: 1, 2, 3, 4, 5, 6, 7</p> <p>State Priorities: 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>In partnership with district leadership, program directors and coordinators, school sites and their governance or advisory groups (School Site Councils, ELAD, DELAC, GATE PAC) and district committees, the OGUSD, CCSS Systems Implementation Plan will be supported and implemented.</p> <p>The OGUSD, CCSS Systems Implementation Plan is aligned to district program plans and the school site SPSAs. The plan was adopted by the Board or Trustees in December 2013. The district leadership will facilitate the development of the district's adopted LCAP 2014-2017 in 2013-2014 and then update and revise the LCAP annually.</p>	All schools	February – April	<p>Implement the CCSS Funding and Spending Plan (2013-14, 2014-15) - \$173,229 30% for Professional Development 25% of instructional materials 45% for instructional and assessment technology</p> <p>Fine Arts Program Plan budget: \$138,282</p> <p>GATE Program Plan budget: \$18,204</p> <p>EL Program Guide budget: \$77,575</p> <p>Oak Grove Elementary SPSA: \$75,000</p> <p>Update and revise the LCAP annually.</p>	<p>Update and revise the OGUSD, CCSS Systems Implementation Plan</p> <p>Revise district and site based program plans</p> <p>Fine Arts Program Plan budget: \$139,810</p> <p>GATE Program Plan budget \$18,600</p> <p>EL Program Guide budget: \$79,020</p> <p>Oak Grove Elementary SPSA: \$75,000</p> <p>Update and revise the LCAP annually.</p>	<p>Update and revise the OGUSD, CCSS Systems Implementation Plan</p> <p>Revise district and site based program plans</p> <p>Fine Arts Program Plan budget: \$140,777</p> <p>GATE Program Plan budget: \$19,000</p> <p>EL Program Guide budget: \$80,495</p> <p>Oak Grove Elementary SPSA: \$75,000</p> <p>Update and revise the LCAP annually.</p>

<p>5) The superintendent will work with the principals, teachers, staff, students and parents to identify academic programs, instructional pedagogy, and curriculum that support continuous growth in student achievement and close the achievement gap by working towards proficiency in the common core state standards. The superintendent will work with the learning community to determine SMART goals for the sites (articulated in their SPSA) and SMART goals for focal students based on formative and summative data.</p>	<p>State Priorities: 4 CCSS Guiding Principles: 3</p>	<p>SPSA adoption.</p>	<p>All schools</p>	<p>February - April</p>	<p>Oak Grove Elementary SPSA: \$75,000 Block Grant</p>	<p>Oak Grove Elementary SPSA: \$75,000 Block Grant</p>	<p>Oak Grove Elementary SPSA: \$75,000 Block Grant</p>
<p>6) Support the CCSS Systems Implementation Plan through professional development provided by the GATE program. Principals, teachers, staff, students, and parents will identify academic programs, instructional pedagogy, and curriculum that support continuous growth in student achievement and is differentiated for identifying GATE students.</p>	<p>CCSS Guiding Principles: 2 State Priorities: 3, 7, 8</p>	<p>Guided by the District's CCSS Implementation Plan the GATE Program will conduct its implementation via the 7 guiding principals of the CCSS and the specific actions that are proposed that can include: - PD in curricular focal areas. - Support opportunities for teacher and IA summer workshops - Pilot new</p>	<p>All schools</p>	<p>February - April</p>	<p>GATE Program Plan budget allocation cost: \$18,204 (LCFF Block Grant/ General Fund) GATE program is committed to support professional development for CCSS. The following areas are examples of such a focus that the GATE Coordinator and PAC will facilitate: Professional development Plan for each teacher. Comprehensive parent survey</p>	<p>GATE Program Plan budget allocation cost: \$18,600 (LCFF Block Grant/ General Fund) Focus will be on support of digital technology. Development of a resource guide by grade level and curriculum area describing current software and applications for teacher, student, and parent use. (GATE Mini-grant to teachers: \$3000)</p>	<p>GATE Program Plan budget allocation cost: \$19,000 (LCFF Block Grant/ General Fund) Focus will be on support of digital technology. Development of a resource guide by grade level and curriculum area describing current software and applications for teacher, student, and parent use. (GATE Mini-grant to teachers: \$3000)</p>

		<p>materials</p> <ul style="list-style-type: none"> - Seek curriculum that will support digital literacy - Utilize parent communications to share resources 			<p>Support professional development per district needs</p> <p>Work in partnership with the District Curriculum and Leadership Team to insure program alignment with the GATE Strategic Plan and district CCSS goals.</p> <p>Provide leadership and networking to provide the highest quality of staff developers to work with staff and parents. (GATE: -0-)</p>	<p>Identify grade level and teacher best practices in the district (GATE: -0-)</p>	<p>Identify grade level and teacher best practices in the district (GATE: -0-)</p>
<p>7) We will have systems and structures in place that build teacher capacity and develop leadership. The superintendent will provide opportunities to build teacher capacity and to develop teacher leadership practice. We will develop professional development plans and implement professional development and coaching that supports teachers in their skills and practices in supporting teaching and learning, student behavior management and facilitating instructional objectives.</p>	<p>CCSS Guiding Principles: 1, 2</p> <p>State Priorities: 2</p>	<p>Opportunities and programs provided to teaching staff to build teacher capacity and develop teacher leadership practice.</p>	<p>All schools</p>	<p>February - April</p>	<p>Oak Grove Elementary SPSA: \$75,000 Block Grant</p> <p>Title II, Part A: \$16,879</p> <p>Professional Development (PD) funding sources: 30% of the CCSS Funding and Spending Plan is designated for Professional Development.</p>	<p>Oak Grove Elementary SPSA: \$75,000 Block Grant</p> <p>Title II, Part A: \$16,879</p> <p>Professional Development (PD) funding sources: 30% of the CCSS Funding and Spending Plan is designated for Professional Development.</p>	<p>Oak Grove Elementary SPSA: \$75,000 Block Grant</p> <p>Title II, Part A: \$16,879</p> <p>Professional Development (PD) funding sources: 30% of the CCSS Funding and Spending Plan is designated for Professional Development.</p>
<p>8) We will develop professional development plans and</p>	<p>CCSS Guiding Principles: 1, 2</p>	<p>1) Safe School Training - Safe School</p>	<p>All schools</p>	<p>Year long</p>	<p>Oak Grove Elementary, 2014-2015 SPSA</p>	<p>Oak Grove Elementary, 2015-2016 SPSA</p>	<p>Oak Grove Elementary, 2016-2017 SPSA</p>

<p>implement professional development and coaching that supports Instructional Assistants in their skills and practices in supporting teaching and learning, student behavior management and facilitating instructional objectives. The superintendent will work with the principals, program coordinators and teachers to provide professional development and the rehearsal of skills for the Instructional Assistants to develop their practice and effectiveness.</p>	<p>State Priorities: 2</p>	<p>Procedures: Lock Down, Evacuation, Safety Roles, Walkie-Talkie use - CPR/First Aid Training - Playground Safety Skills 2) Intervention Program Training - Intervention components of adopted curriculum - Differentiated Instruction for Tier I, II, or III students - ELA, ELD Instructional Strategies 3) Classroom Strategies - Small Group Management - Whole Class Management/Walking the Room - Reading with Students - Questioning Strategies - Quick fill in activities to do with students - Student engagement strategies 4) Student Character Development/School Climate Programs - Tool Box</p>						
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		<p>5) Behavior Intervention Training - How to work with the ADHD Student - Motivational Strategies - Direction/Redirection Strategies</p> <p>6) Common Core State Standards (CCSS) Training - CCSS Habits of Mind for ELA and mathematics - See the OGUSD, CCSS Systems Implementation Guide</p>					
<p>9) The district will implement the Kindergarten Readiness Act to help ensure that California children are prepared to succeed in Kindergarten and beyond. The district's transitional Kindergarten program in 2014-15 and each school year thereafter will admit children who have their fifth birthday between September 2 and December 2.</p>	<p>CCSS Guiding Principles: 2, 3, 4</p> <p>State Priorities: 2, 4, 7</p>	<p>Implement blended Transitional Kindergarten and Kindergarten classes.</p>	<p>Oak Grove Elementary</p>	<p>February - April</p>	<p>Transitional Kindergarten Teacher cost: \$72,008</p> <p>Transitional Kindergarten Instructional Assistant cost: \$12,910</p> <p>Release time to participate in SCOE/TK Leadership Network</p> <p>20 hrs. x @ \$35 hr. = \$700</p> <p>Teacher substitutes: 5 x \$100 = \$500</p>	<p>Transitional Kindergarten Teacher cost: \$73,450</p> <p>Transitional Kindergarten Instructional Assistant cost: \$13,170</p> <p>Release time to participate in SCOE/TK Leadership Network</p> <p>20 hrs. x @ \$35 hr. = \$700</p> <p>Teacher substitutes: 5 x \$100 = \$500</p>	<p>Transitional Kindergarten Teacher cost: \$74,920</p> <p>Transitional Kindergarten Instructional Assistant cost: \$13,430</p> <p>Release time to participate in SCOE/TK Leadership Network</p> <p>20 hrs. x @ \$35 hr. = \$700</p> <p>Teacher substitutes: 5 x \$100 = \$500</p>
<p>a) Have highly qualified Early Childhood teachers to implement Early Childhood Education Goals</p>	<p>State Priorities: 1</p>	<p>Staff will seek out professional development opportunities across curriculum related to</p>	<p>Acorn Preschool</p>	<p>Attend Professional Development throughout the school year and review in</p>	<p>Acorn Preschool Director: \$47,552</p> <p>Three Early Childhood Education Specialists (3 teachers): \$129,500</p>	<p>Acorn Preschool Director: \$48,980</p> <p>Three Early Childhood Education Specialists (3 teachers): \$132,040</p>	<p>Acorn Preschool Director: \$50,450</p> <p>Three Early Childhood Education Specialists (3 teachers): \$134,680</p>

		Preschool.		February/April	<p>Actions – attend professional development opportunities Expenditures - \$1,000</p> <p>Funding Source – private funding, from tuition</p>	<p>Actions – attend professional development opportunities Expenditures - \$1,000</p> <p>Funding Source – private funding, from tuition</p>	<p>Actions – attend professional development opportunities Expenditures - \$1,000</p> <p>Funding Source – private funding, from tuition</p>
b) Develop Early Literacy for Preschool Students	State Priorities: 2, 7	<p>Adopt and implement Happily Ever After curriculum. 2b. Seek professional development to support the use and implementation of this curriculum. 2c. Collaborate with Kindergarten teachers to create a plan to support school readiness for the Preschool students.</p>	Acorn Preschool	<p>Implement Curriculum August 2014 and review February/ April annually</p>	<p>Actions – purchase curriculum, receive coaching on curriculum implementation, and collaborate with kindergarten teachers. Expenditures – cost of curriculum -\$746</p> <p>Collaboration – teacher hourly rate - \$200</p>	<p>Actions – purchase curriculum, receive coaching on curriculum implementation, and collaborate with kindergarten teachers. Expenditures – cost of curriculum -\$746</p> <p>Collaboration – teacher hourly rate - \$200</p>	<p>Actions – purchase curriculum, receive coaching on curriculum implementation, and collaborate with kindergarten teachers. Expenditures – cost of curriculum -\$746</p> <p>Collaboration – teacher hourly rate - \$200</p>
c) Implement Acorn Preschool Educational Assessment Tool, which correlates to Preschool Learning Foundations	State Priorities: 2, 4, 8	<p>Staff researches various assessment tools, to select or create one that aligns with the PLF. 3b. Staff will pilot the assessment tool 3c. Staff will then implement assessment tool in the program, to evaluate that students have reached the benchmarks in</p>	Acorn Preschool	<p>Implement in September and May Annually</p> <p>Review in February/ March annually</p>	<p>Actions – create and implement assessment</p> <p>Expenditures - cost of copies of assessment, time for substitute \$300</p>	<p>Actions – create and implement assessment</p> <p>Expenditures - cost of copies of assessment, time for substitute \$300</p>	<p>Actions – create and implement assessment</p> <p>Expenditures - cost of copies of assessment, time for substitute \$300</p>

		the PLF.					
d) To create a partnership with Preschool Parents and increase their involvement in supporting their child's early learning and development	State Priorities: 2, 3, 7	Parents will be invited and encouraged to attend the following events Back To School Night, Open House, Student Showcase, various workshops led by staff. 4b. Parents will have an opportunity to attend Parent Conferences with the school staff.	Acorn Preschool	Implement ongoing throughout the school year. Review in February - April	Actions- parents attend special events Expenditures – food, staff extra hours, \$500	Actions- parents attend special events Expenditures – food, staff extra hours, \$500	Actions- parents attend special events Expenditures – food, staff extra hours, \$500
10) We will implement a 21st Century Assessment System with associated technology upgrades and training, assessment banks and student profile characteristics with initial training and piloting commencing during the 2014-2015 school year and implementation occurring in 2014-2017 school year. The superintendent will work with the Coordinator, and Site Principals to coordinate this implementation with staff.	State Priorities: 2, 4, 5, 8	Research, pilot and implement summative and formative data based assessments systems to inform instructional practices in teaching and learning.	All schools	Implement ongoing throughout the school year. Review in February - April	During the November 10 Professional development day 2014-15 staff will receive training in the use of the CDE Digital Library Funding Source: Title II, CCSS and General Funds In the Fall of 2014-15 staff will be given time to research and choose and Assessment Systems such as Illuminate and Intel Assessment. Explore and Purchase an Assessment System November 10 the Digital Library will be part of that day. The Illuminate Training will be part of the	In 2015-16 staff will implement and use the Digital Library Funding Source: Title II, CCSS and General Funds Staff will continue to Develop and Use the Assessment System to inform practice and determine student progress with a focus on literacy across content areas and mathematics. Assessment System updates	In 2016-17 staff will continue to use the Digital Library. Funding Source: Title II, CCSS and General Funds Staff will continue to Develop and Use the Assessment System to inform practice and determine student progress with a focus of literacy across content areas and ELA/ELD. Assessment System updates

					January .Professional Development Day. With the Illuminate System Training videos and Trainer Tool Kit as well as materials are embedded in the program.		
11) Research and implement common assessments in mathematics for TK and K, that are also supported with teacher training in their application and use in informing instruction.	State Priorities:	All students	All schools	February - April	Oak Grove Elementary SPSA: \$75,000 Block Grant Title II, Part A: \$16,879 Professional Development (PD) funding sources: 45% of the CCSS Funding and Spending Plan is designated for SBAC/CAASPP formative and summative assessment technology.	Oak Grove Elementary SPSA: \$75,000 Block Grant Title II, Part A: \$16,879 Professional Development (PD) funding sources: 45% of the CCSS Funding and Spending Plan is designated for SBAC/CAASPP formative and summative assessment technology.	Oak Grove Elementary SPSA: \$75,000 Block Grant Title II, Part A: \$16,879 Professional Development (PD) funding sources: 45% of the CCSS Funding and Spending Plan is designated for SBAC/CAASPP formative and summative assessment technology.
12) Students will participate in RTI and/or the Learning Center (LC) model in order to close the achievement gap and become grade level proficient in ELA and math.	State Priorities: 2, 4, 5, 8	Students will participate in RTI and LC to improve their performance in ELA and math	All schools	Review performance and student growth every six weeks or at the trimester	Oak Grove Elementary - RTI Facilitator cost: Intervention Teacher cost: \$6,486 - RTI meeting costs: 3x @ \$35 hr.= \$105 - Teacher substitutes: 3 x \$100 = \$300	Oak Grove Elementary - RTI Facilitator cost: Intervention Teacher cost: \$6,616 - RTI meeting costs: 35x @ \$35 hr.= \$1,225 - Teacher substitutes: 3 x \$100 = \$300	Oak Grove Elementary - RTI Facilitator cost: Intervention Teacher cost: \$6,748 - RTI meeting costs: 35x @ \$35 hr.= \$1,225 - Teacher substitutes: 3 x \$100 = \$300
13a) Teachers will meet with RTI and Learning Center (LC) teachers to coordinate intervention in grade levels for students not performing at grade level using site and district RTI referral processes.	State Priorities: 2, 4, 5, 8	Identified students All students	Teachers will meet with RTI and learning center teachers to coordinate intervention in grade levels for students not performing at grade level	Oak Grove	Review every six weeks and at the trimester	RTI services cost: 3 teachers x 2 x.5 days = \$360 SPSA	RTI services cost: 3 teachers x 2 x.5 days = \$360 SPSA

<p>13b) We will evaluate our current Response to Intervention (RTI) programs and practices to support continuous improvement in the programs' implementations and to meet the diverse learning needs of all of our students.</p>	<p>State Priorities: 2, 4, 5, 8</p>	<p>RTI and LC staff will look at data, discuss student progress and evaluate the efficacy of our implementation of RTI and LC models in order to best serve the needs of our students</p>	<p>Oak Grove</p>	<p>End of the school year</p>	<p>Meetings to discuss and analyze data</p>	<p>Meetings to discuss and analyze data</p>	<p>Meetings to discuss and analyze data</p>
<p>14) Continue the implementation of Project Based Learning in the district in Pre-Kindergarten – Kindergarten grades.</p>	<p>CCSS Guiding Principles: 1, 3 State Priorities: 2, 4</p>	<p>All students</p>	<p>All schools</p>	<p>PBL Training throughout the year</p>	<p>LEA-wide faculty will participate in PBL training such as viewing webinars from the Buck Institute and other related PBL Professional Development organizations such as Edutopia, Google Hangout and BIE's John Larmer. Staff will participate in PBL workshops on 21st Century Learners such as provided by the BIE and SCOE in order to learn how PBL can be aligned to the Common Core State Standards and facilitate implementation of the CCSS. Funding: Shortened Wednesday Workshop/Webinar Cost BIE Trainer Cost Estimated Expenditures: \$693 BIE / 1 Day per year (\$1386 for 2 days) \$82 for Webinars and</p>	<p>Staff will learn to assess CCSS with PBL projects for mathematics from Blogs designed by Andrew Miller, Edutopia 2011. Funding: Shortened Wednesday Workshop/Webinar Cost BIE Trainer Cost Estimated Expenditures: \$693 BIE / 1 Day per year (\$1386 for 2 days) \$82 for Webinars and Conferences.</p>	

					Conferences		
15) Through the use of technology increase student success in ELA, Math, Science and Literacy to prepare students to be college and career ready.	CCSS Guiding Principles: 1, 3 State Priorities: 3, 4	Over the next three years OGUSD will provide each classroom with a technology upgrade.	All schools	Annually	Deploy updated classroom technologies and provide corresponding professional development. Projected budget: Aligned with Tech Plan - \$75,000	Continue deploying classroom technologies and provide corresponding professional development. Projected budget: Aligned with Tech Plan - \$25,000	Monitor, support and maintain. Projected budget: Aligned with Tech Plan - \$15,000

Development of Life Skills Goal	Related State and Local Priorities	Actions and Services	Level of Service	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?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) Implement programs designed to develop resiliency in students and give them the opportunities to rehearse life skills.	State Priorities: 1, 6	Research developmentally appropriate programs that support the social and emotional preschool learning foundation benchmarks Pilot that program/curriculum Adopt that curriculum Staff receive training in how to implement the curriculum for Preschool students Staff utilize the Acorn Preschool Educational Assessment tool	Acorn Preschool	February - April	Research developmentally appropriate programs to implement at the Preschool. Plan and train staff how utilize and implement the program Expenditures – cost of curriculum/program and coaching: TBD Cost of substitutes for staff \$150	Pilot program Expenditure - \$0	Implement program Expenditure - \$0

		to collect data on students social and emotional development					
2) Implementation of the district's Intervention and Bully Prevention Programs	State Priorities: 3, 4, 6 Oak Grove Strategic goal 3 (Life Skills/Kids First Counseling Program)	Actions: - Identification of students and needs Services: - Direct counseling support, individually or in groups - Classroom presentations - Bullying "Solution Teams" and "Conflict Resolution/Tool Box" - Creator Club at Oak Grove Elementary	All students (Individually, groups, classroom)	February - April	Services - Counseling services - Parent Workshops - Networking w/ outside agencies - Staff consultation Expenditures: - Full time counselor at Oak Grove: \$9,080 - Full time Special Education Program Specialist/ School Psychologist: \$8,400 - Tool Box follow-up training with staff - Tool Box faculty training on common language	Services - Counseling services - Parent Workshops - Networking w/ outside agencies - Staff training - Development of literature to distribute to students, parents and staff Expenditures - Full time counselor at Oak Grove: \$9,263 - Full time Special Education Program Specialist/ School Psychologist: \$8,566 - \$350 for print materials/literature - Tool Box follow-up training with staff - Tool Box faculty training on common language	Services - Counseling services - Parent Workshops - Networking w/ outside agencies - Staff training - Development of literature to distribute to students, parents and staff Expenditures - Full time counselor at Oak Grove: \$9,448 - Full time Special Education Program Specialist/ School Psychologist: \$9,448 - \$350 for print materials/literature - Tool Box follow-up training with staff - Tool Box faculty training on common language
3) To identify and strengthen the Social-Emotional skill based programs designed to develop resiliency in students and give students the opportunity to rehearse life skills.	State Priorities: 3, 4, 6 Oak Grove Strategic goal 3 (Life Skills/Kids First Counseling Program)	Actions: - Identification of students and needs Services: - Direct counseling support, individually or in groups - Classroom presentations - Bullying	All students (Individually, groups, classroom)	February - April	Services - Counseling services - Parent Workshops - Networking w/ outside agencies - Staff consultation Expenditures - Full time counselor at	Services - Counseling services - Parent Workshops - Networking w/ outside agencies - Staff training - Development of literature to distribute to students, parents and staff Expenditures - Full time counselor at	Services - Counseling services - Parent Workshops - Networking w/ outside agencies - Staff training - Development of literature to distribute to students, parents and staff Expenditures - Full time counselor at

		<p>“Solution Teams” and “Conflict Resolution/Tool Box”</p> <ul style="list-style-type: none"> - Creator Club at Oak Grove Elementary 			<p>Oak Grove: \$9,080</p> <ul style="list-style-type: none"> - Full time Special Education Program Specialist/ School Psychologist: \$8,400 - Full time RST at Oak Grove: \$9,710 	<p>Oak Grove: \$9,263</p> <ul style="list-style-type: none"> - Full time Special Education Program Specialist/ School Psychologist: \$8,566 - Full time RST at Oak Grove: \$9,905 	<p>Oak Grove: \$9,448</p> <ul style="list-style-type: none"> - Full time Special Education Program Specialist/ School Psychologist: \$8,737 - Full time RST at Oak Grove: \$10,103
<p>4) Provide specialized screenings and assessment(s) to determine if a processing disorder, learning disability or social/emotional disability may be contributing to a student’s learning and/or social/emotional challenges exhibited at school</p>	<p>State Priorities: 3, 4, 6</p> <p>Oak Grove SPSA Goal 3 (Life Skills/Kids First Counseling Program)</p>	<p>Actions:</p> <ul style="list-style-type: none"> - Screening of students identified as having learning challenges and/or social/developmental challenges - Referral of identified students to RTI - Monitoring of student progress - Referral to SST for tier 2-3 interventions - Monitoring of individual student progress and data collection - Formal referral for a comprehensive psycho-educational evaluation; SLI evaluation; APE evaluation - On-going monitoring of current Services: - RTI Committee reviews referrals, implements and monitors Tier 1 and Tier 2 interventions - SST Committee 	<p>All school</p> <p>Students individually or in classrooms</p>	<p>February - April</p>	<p>Services</p> <ul style="list-style-type: none"> - Counseling services - Parent Workshops - Networking w/ outside agencies - Staff consultation <p>Expenditures:</p> <ul style="list-style-type: none"> - Full time counselor at Oak Grove: \$9,080 - Full time Special Education Program Specialist/ School Psychologist: \$8,400 	<p>Services</p> <ul style="list-style-type: none"> - Counseling services - Parent Workshops - Networking w/ outside agencies - Staff training - Development of literature to distribute to students, parents and staff <p>Expenditures:</p> <ul style="list-style-type: none"> - Full time counselor at Oak Grove: \$9,263 - Full time Special Education Program Specialist/ School Psychologist: \$8,566 	<p>Services</p> <ul style="list-style-type: none"> - Counseling services - Parent Workshops - Networking w/ outside agencies - Staff training - Development of literature to distribute to students, parents and staff <p>Expenditures:</p> <ul style="list-style-type: none"> - Full time counselor at Oak Grove: \$9,448 - Full time Special Education Program Specialist/ School Psychologist: \$8,737

		<p>reviews referrals from RTI Committee to ascertain if additional Tier 2 interventions should be implemented and to ascertain if a referral for a comprehensive psych-educational evaluation, speech and language assessment, APE and/or OT evaluation is deemed necessary</p> <ul style="list-style-type: none"> - WCC behavior specialist services for identified students - NPA services for specialized autism support - NPS services for specialized social/emotional and academic support <p>Staff education</p>					
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Stewardship of the Environment Goal	Related State and Local Priorities	Actions and Services	Level of Service	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?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-2016	Year: 2016-2017
1) The Preschool Staff will utilize Project Approach learning with the goal that students will gain a deeper	State Priorities: 2, 4, 7, 8	Staff will attend Professional Development workshops on Project Approach	Acorn Preschool	February - April	<p>Actions – Project Approach Workshops – Cost of staff: \$185,186 Cost of training: \$2,500 Cost of substitutes:</p>		

understanding of subject matter based on cross curricular approach that focuses on the benchmarks in Preschool Learning		Staff will implement their learning by creating meaningful engaging projects that are cross curriculum for Preschool students.			\$2,000		
2).Staff will continue to seek professional development that focuses on Environmental Science in Pre – K.	State Priorities: 1, 2	Staff will attend California Preschool Instructional Network Science Curriculum trainings that utilize the Preschool Learning Foundations.	Acorn Preschool	February - April	Actions –Professional Development - Hourly rate of staff - \$200 - Cost of training- \$500	Actions –Professional Development - Hourly rate of staff - \$200 - Cost of training- \$500	Actions –Professional Development - Hourly rate of staff - \$200 - Cost of training- \$500
3) To enhance the outdoor environment with classroom gardens, outdoor murals and interactive science stations.	State Priorities: 1, 2, 4, 8	Create and Develop plan for planting area. Buy supplies and gather donations that will be needed.(barrels, seeds, plants, soil)	Acorn Preschool	Ongoing	Actions - gather donations and buy supplies - \$100	Actions - gather donations and buy supplies - \$100	Actions - gather donations and buy supplies - \$100

Celebration of Diversity Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) District will reach out to parents and the community and interact with families at school events and community	State Priorities: 3, 5, 6 District : 4. Collaborate with parents and guardians	Implement and expand community engagement that promotes the	All schools	November - May	Staffing: Parent Institute Facilitator 20 hrs. @ \$35 hr. Childcare assistant, 20	Additional Cost from year 1: 10 more hrs. (30 total) for Facilitator at \$35 per hr. and childcare	Hire office personnel who speak the language and understand the services and resources available for parents

settings so we gain authentic information and understanding about community cultures. This will support parent communication and community outreach that will foster an understanding of cultural diversity and equity and develop cultural proficiency.	of all students to integrate the CCSS into program and activities beyond the Transitional Kindergarten and Kindergarten setting. 7. Design and establish systems of effective communication among stakeholders to identify areas of need.	development of parent and community leaders and representatives to advocate effectively for diverse student population. Parents will actively participate in the learning community to support the development of cultural proficiency and help bridge and connect their schools to community resources.			hrs. @ \$15 hr. Funding: Oak Grove Elementary, SPSA District will continue to publish Messenger and the parent guardian guide in Spanish. Funding: Translator cost of 40 hrs. at \$18 per hr. = \$720 Research the cost of 50 translation headsets for parental use in school meetings.	assistant at \$15/hr. Funding: Oak Grove Elementary SPSA District will continue to publish Messenger and the parent/guardian guide in Spanish. Funding: Translator cost of 40 hrs. at \$18 per hr. = \$720 Use translation headsets for parental use in school meetings.	and ELs. Create a Bilingual Parent Liaison position for communicating effectively with the Spanish speaking community Cost: Step 7 on CSEA salary schedule. Classification change to Salary Range \$12.36-\$12.98/hr. depending on experience. See addendum. (LCFF Block Grant/General Fund) Increase use translation headsets for parental use in school meetings by 10%.
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Fine Arts Program Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) Implement the Fine Arts Program Plan (FAPP), (attached), thus continue to make a positive contribution to the learning environment.	State Priorities: 1, 2, 3, 5, 6, 7	Reauthorization and implementation of Fine Arts Program Plan.	All schools	February - April	Fine Arts Program \$70,000 funded by OGEP/Arts Foundation	Fine Arts Program \$70,000 funded by OGEP/Arts Foundation	Fine Arts Program \$70,000 funded by OGEP/Arts Foundation
2) Students have opportunities to demonstrate engagement and motivation with the visual and performing arts	State Priorities: 3, 7, 8	2a) Collaborate with Fine Arts coordinate to schedule music class and visiting artists 2b) Students will attend the Mr. Music Program at	All schools	February - April	Actions – students attend music class - \$150/month (\$1350) Student showcase - extra hours, snack, materials - \$300	Visiting artist/supplies - \$1,000	Visiting artist/supplies - \$1,000

		<p>Oak Grove School</p> <p>2c) Staff will create a student showcase where students will perform for their parents and community members</p> <p>2d) Staff will provide opportunities for students to engage with visual and performing arts through teacher directed lessons, art centers, art wall and visiting artists</p>					
<p>3) Bridge Common Core anchor standards and California Visual and Performing Arts (VAPA) standards to improve curriculum and instruction in the arts.</p> <p>Establish learning goals as a baseline.</p>	State Priorities: 1, 2, 7	<p>Trainings on bridging Common Core and VAPA standards for teaching artists, by FAP Co-ord.</p>	All schools	February - April	<p>\$225 for one training of 3 teaching artists (\$75 paid to each teaching artist).</p> <p>\$75 paid to Fine Arts Coordinator to lead training.</p> <p>Cost is included in the \$70,000 budget funded by OGEP/Arts Foundation</p>	<p>Remain the same, increase by no more than 5% due to inflation.</p> <p>Funded by OGEP/Arts Foundation</p>	<p>Remain the same, increase by no more than 5% due to inflation.</p> <p>Funded by OGEP/Arts Foundation</p>
<p>4) Teaching artists utilize the <i>Arts Program lesson plan template</i> to assure delivery of key Visual and Performing Arts standards and Common Core State Standards anchor standards. Plan will provide baseline for useful feedback on student performance</p>	State Priorities: 2, 8	<p>Adoption of lesson plan template.</p> <p>Establish learning goals as a baseline for assessment.</p> <p>Development and adoption of VAPA rubric.</p>	All schools	February - April	<p>\$225 for one training of 3 teaching artists (\$75 paid to each teaching artist).</p> <p>\$75 paid to Fine Arts Coordinator to lead training.</p> <p>Cost is included in the \$70,000 budget funded by OGEP/Arts</p>	<p>Remains the same, increase by no more than 5% due to inflation.</p> <p>Funded by OGEP/Arts Foundation</p>	<p>Remains the same, increase by no more than 5% due to inflation.</p> <p>Funded by OGEP/Arts Foundation</p>

and will be helpful in the assessment of the teaching artists.		Train teaching artists in use of lesson template.			Foundation		
5) Provide to teaching artists high quality professional development that demonstrates integration of 21 st Century learning and illustrates how deeper understanding of subject matter improves students' problem solving and critical thinking skills.	State Priorities: 1, 2, 7, 8	Provide and fund professional development opportunities for teaching artists	All schools	February - April	\$200 for two trainings of 3 teaching artists and Fine Arts Program Coordinator (\$25 registration fee per person) Cost is included in the \$70,000 budget funded by OGEP/Arts Foundation	\$200 for two trainings of 3 teaching artists and Fine Arts Program Coordinator (\$25 registration fee per person) Cost is included in the \$70,000 budget funded by OGEP/Arts Foundation	\$200 for two trainings of 3 teaching artists and Fine Arts Program Coordinator (\$25 registration fee per person) Cost is included in the \$70,000 budget funded by OGEP/Arts Foundation
6) Establish protocol regarding attendance at arts lessons of students who receive special services to promote an inclusive culture and give our low income students parity with their economically advantaged peers.	State Priorities: 5, 6, 7	Meet with administrators, special services teachers to establish protocol	All schools	February – April	6 Arts lessons offered in Special Day Class - \$495 Cost is included in the \$70,000 budget funded - OGEP/Arts Foundation	8 Arts lessons offered in Special Day Class - \$660 Cost is included in the \$70,000 budget funded - OGEP/Arts Foundation	10 Arts lessons offered in Special Day Class - \$825 Cost is included in the \$70,000 budget funded - OGEP/Arts Foundation
7) Sustain the implementation Visual Thinking Strategies (VTS)	State Priorities: 2, 4, 5, 7	Professional development for identified staff will be designed by staff of VTS to bridge strategies with other content areas for use with Common Core. Through the Fine Arts Program Plan professional development in VTS will be provide to Visual Arts Teaching Artists and	All schools	February – April	The District and VTS will survey staff to assess their individual participation in on-going professional development and coaching. The Professional Development Plan will be developed as a result.	The District and VTS will survey staff to assess their individual participation in on-going professional development and coaching. The Professional Development Plan will be developed as a result.	The District and VTS will survey staff to assess their individual participation in on-going professional development and coaching. The Professional Development Plan will be developed as a result.

		Performing Arts Teaching Artists.					
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District Finance Governance Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-1017
1) We will develop and monitor multi-year financial projections to ensure that the district maintain a "positive certification." The Superintendent will work in collaboration with the Chief Business Official to continuously monitor these projects and address deficit spending.	State Priorities: 1, 4, 8	Realign budget and reallocate budgets to reflect the LCFF funding based on the CA standardized account code structures by related goals and functions.	All schools	On-going December 15 th (1 st Interim), March 15 th (2 nd Interim) April through June (Proposed Budget) for next year	Function of Business Services: \$15,000	Function of Business Services: \$15,000	Function of Business Services: \$15,000
2) We will further enhance the budget development and allocation process so that the adopted budget is closely aligned with district initiatives, the Single Plans for Student Achievement and other program plans of the district that are approved by the Board of Trustees.	State Priorities: 1, 3, 4	Meet with budget managers to review budget and address the needs of program plans. Work with auditors in meeting compliance in attendance and accounting reporting. Attend DBUG, SSC and other school finance and fiscal related meetings for professional development.	All schools	April - June	CBO: \$30,000 APY: \$5,300 Payroll: \$7,000 School office staff: \$9,000 SCOE fee: \$5,100 SSC: \$600 Total: \$57,000	CBO: \$30,600 APY: \$5,420 Payroll: \$7,150 School office staff: \$9,200 SCOE fee: \$5,400 SSC: \$800 Total: \$58,570	CBO: \$31,200 APY: \$5,530 Payroll: \$7,300 School office staff: \$9,400 SCOE fee: \$5,600 SSC: \$950 Total: \$59,980
3) Continue to reduce the encroachment of Child Nutrition Services	State Priorities: 1, 3, 6	CBO will work closely with food service vendor in	All schools	October, December, March	Reduce District contribution by: \$2,000	Reduce District contribution by: \$3,000	Reduce District contribution by: \$4,000

on the general fund budget through the implementation of the School Breakfast Program in the district.		expanding the program to serve breakfast for all grades and exploring the snack program for preschool and the before and after school program.					
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District Facilities Governance Goal	Related State and Local Priorities	Actions and Services	Level of Service	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?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) Develop a routine and deferred maintenance list and timeline using the ESCAPE system for work orders.	State Priorities: 1, 6	CBO will work with SCOE and staff to implement the work orders in ESCAPE to improve the efficiency and process. Training: District Office and school office staff	All schools	August	Implementation staff costs: \$43,300	Maintaining: \$5,000	Maintaining: \$5,000
2) Continue to work on the district's 5-year Facilities Master Plan and investigate opportunities for energy efficiency under Proposition 39 funding.	State Priorities: 1, 6	The district will review and update the master plan and work with the architect to address the improvement of school facilities under Proposition 39 funding guidelines.	All schools	July - September	Proposition 39 funding: \$67,962	-0-	-0-

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 re-designated 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 re-designated 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.

English Language Development Goal	Related State and Local Priorities	Actions and Services	Level of Service	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?		
					LCAP Year		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) Maintain grade level proficiency and obtain proficiency in the core content areas. Core content refers to courses in ELA, math, history and science. A student is proficient when they perform at grade level based on state assessments.	Priority 1: Basic Priority 2: Implementation of State Standards Priority 3: Parental Involvement Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate Priority 7: Course Access Priority 8: Other Pupil Outcomes	a. Intervention teachers and Instructional Assistants at the elementary level to address the needs of all students with emphasis on English language learners and low income students. b. At the beginning of the school year the district CELDT team will assess the needs of our English language learners.	Oak Grove Elementary		ELD Intervention teacher cost: \$7,145 ELD Instructional Assistants cost: \$1,220 CELDT Assessment team cost: \$2,500 District Benchmark TK/ K Assessments: DIBELS Cost: \$628.00	ELD Intervention teacher cost: \$7,290 ELD Instructional Assistants cost: \$1,243 CELDT Assessment team cost: \$2,500 District Benchmark TK/K Assessments: DIBELS Cost: \$628.00	ELD Intervention teacher cost: \$7,434 ELD Instructional Assistants cost: \$1,268 CELDT Assessment team cost: \$2,500 District Benchmark TK/K Assessments: DIBELS Cost: \$628.00
2) Implement the strategies and curriculum outlined in the English Learner’s Program Guide (see attached) in concert with the CCSS ELD standards to meet the district goal of academic excellence in all CORE	State Priorities: 2. 4 District: 2. Provide CCSS-aligned materials in CORE subjects, including ELD to meet the diverse needs of students at various English Language Acquisition	The District English Language Advisory Committee will work with the District to identify and focus on the specific issues related to meeting the	All schools	September and March	Through curricular coaching, the ELD Coordinator will provide opportunities that support classroom teachers in writing targeted language goals for ELs and low income students into their CORE lessons.	ELD Coordinator and Instruction Technology Administrator will provide training for parents of English Learners in using the parent portal on the District website. Funding: 10 hrs. @ \$35 hr. =	Create a Bilingual Parent Liaison position for communicating effectively with the Spanish speaking community. Funding: Step 7 on CSEA salary schedule. Classification change to Salary Range

<p>subjects including proficiency in the English Language</p>	<p>and CORE curriculum.</p>	<p>needs of English Language Learners and low income students in order to provide support for these students to gain proficiency in English Language Arts.</p>			<p>Through curricular coaching, the ELD Coordinator will support classroom teachers with curriculum and a variety of options for providing specific ELD lessons.</p> <p>Funding: - Curricular Coaching Preparation and Facilitation and teacher release time for Lesson Study implementation: \$5,000</p> <p>-“Superkids” Supplemental ELD Curriculum for Kindergarten: \$5,910</p> <p>-“Happily Ever After” Supplemental ELD Curriculum for Transitional Kindergarten: \$1,605</p> <p>- Oak Grove Elementary ELD Coordinator stipend: \$1,800</p>	<p>\$350</p> <p>Continue curricular coaching in writing targeted language goals for ELs and supporting classroom teachers with curriculum and options for providing specific ELD lessons.</p> <p>Funding: - Curricular Coaching Preparation and Facilitation and teacher release time for Lesson Study implementation: \$5,000</p> <p>-“Superkids” Supplemental ELD Curriculum for Kindergarten: \$5,910</p> <p>-“Happily Ever After” Supplemental ELD Curriculum for Transitional Kindergarten: \$1,605</p> <p>- Oak Grove Elementary ELD Coordinator stipend: \$1,800</p>	<p>\$12.36-\$12.98/hr. depending on experience. See addendum.</p> <p>Continue with parent classes and Parent Institutes for accessing school information.</p> <p>Continue curricular coaching.</p>
<p>3) Implement the strategies and curriculum outlined in the English Learner’s Program Guide along with the CCSS standards for English Language Development and mathematics with the result of students classified as English Learner’s will attain parity with their English only cohorts in</p>	<p>State Priorities: 1, 2, 4, 7</p> <p>District : 1. Facilitate high quality professional learning opportunities for Educators. 2. Provide CCSS-aligned materials in CORE subjects</p>	<p>The District English Language Advisory Committee will work with the District to develop goals that support providing English Learner’s with the instruction and curriculum needed to become</p>	<p>All schools</p>	<p>November, March, and June</p>	<p>Through curricular coaching, the ELD coordinator will provide opportunities to support classroom teachers with strategies for making the curriculum accessible to all students.</p> <p>Homework Club will be offered 3 days a week for students (targeted, but not limited, to ELs whose parents do not</p>	<p>ELD Coordinators will develop and offer a program (Parent Institute) where parents can learn strategies for reading with their students and supporting them with their homework.</p> <p>Staffing: Parent Institute Facilitator 20 hrs. at \$35 hr.</p>	<p>ELD Coordinators will offer multiple Parent Institutes throughout the year. Each institute will focus on providing parent with strategies to support their students in additional CORE subjects such as math and science.</p> <p>Staffing: Parent Institute Facilitator</p>

<p>achieving proficiency in ELA and mathematics</p>		<p>proficient in the academic standards that are expected of all students</p> <p>The district will provide Tier II Targeted Intervention support services to English language learners and low income students. This will include academic, social and emotional services from the site Licensed Clinical Social Worker.</p>			<p>have the language skills to help them).</p> <p>Staffing for Homework Club: 2 certificated teacher, 3 days/wk., for 1 hr. each day at \$35 hr.</p> <p>Funding: Oak Grove Elementary, SPSA and Primos Foundation grant.</p> <p>Tier II Intervention teacher cost: \$6,336</p> <p>Tier II Intervention Instructional Assistant cost: \$812</p> <p>Licensed Clinical Social Worker (LCSW), Oak Grove: \$9,080</p>	<p>Childcare assistant, 20 hrs. at \$15 hr.</p> <p>Continue with curricular coaching to support teachers with strategies for making instruction accessible to English Learners and low income students.</p> <p>Continue with Homework Club.</p> <p>Tier II Intervention teacher cost: \$6,463</p> <p>Tier II Intervention Instructional Assistant cost: \$829</p> <p>Licensed Clinical Social Worker (LCSW), Oak Grove: \$9,262</p>	<p>20 hrs. at \$35 hr. Childcare assistant, 20 hrs. at \$15 hr. per institute.</p> <p>Continue with Homework Club.</p> <p>Tier II Intervention teacher cost: \$6,592</p> <p>Tier II Intervention Instructional Assistant cost: \$847</p> <p>Licensed Clinical Social Worker (LCSW), Oak Grove: \$9,450</p>
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C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school-wide, countywide, or charter-wide 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 school-wide 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.)

Under LCFF, the Oak Grove Union Elementary School District (LEA) is receiving \$37,622 in supplemental grant money in 2014-15 because of the district's unduplicated count of students who are English learners and who qualify for the Free and Reduced Price Meal Program.

At the beginning of the school year the district CELDT team will assess the needs of our English language learners. The District English Language Advisory Committee will work with the District to identify and focus on the specific issues related to meeting the needs of English Language Learners and low income students, providing support for these students to gain proficiency in English Language Arts. The District English Language Advisory Committee will also work with the District to develop goals that support providing English Learner's and low income students with the instruction and curriculum needed to become proficient in the academic standards that are expected of all students. The District will provide Tier II Intervention support services to English language learners and low income students. ELD Intervention teachers and Instructional Assistants at the elementary level will address the needs of all students with emphasis on English Language Development. Through curricular coaching and the implementation of the Lesson Study model, the ELD Coordinator will provide opportunities that support classroom teachers in writing targeted language goals for English Learners and low income students into their CORE lessons. The district has also adopted supplemental curriculum in English Language Arts to support the needs of these targeted populations. The ELD Coordinator and Instruction Technology Administrator will provide training for parents of English Learners and low income students in using the parent portal on the district website. The ELD Coordinator will develop and offer a program where parents can learn strategies for reading with their students and supporting them with their homework. Homework Club will be offered 3 days a week for English Learners and low income students (targeted, but not limited to will be students whose parents/guardians who do not have the language skills to help them with their homework at home). The District will provide academic, social and emotional counseling support to English language learners and low income students at Oak Grove Elementary.

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.

Oak Grove Union School District (LEA) - According to the LCFF (BASC) calculators for the Oak Grove Union School District (LEA), the Minimum Proportionality Percentage for 2014-2015 is 2.55 %. To achieve this minimum proportionality, we are providing the following programs to support English Language Learner (ELL) and low income students: a CELDT team to assess the needs of our English language learners; ELD Intervention teachers and Instructional Assistants and curricular coaching by the ELD Coordinator to classroom teachers to support differentiated curriculum for all students; provide curricular options for specific ELD lessons and guide the writing of targeted language goals for English Language Learners and low income student; the adoption and implementation of a supplemental curriculum in English Language Arts; a Homework Club; Parent Institutes; targeted instruction through Tier II intervention programs; and, the counseling support of a Licensed Clinical Social Worker. The staffing cost of these services provides an increase in services to these students of 11.61 % when compared to the staffing for all students in the Oak Grove Union School District (LEA).

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.