Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Oro Grande Elementary School District	Kyla Rivera Executive Director, Accountability	kyla_rivera@orogrande.org (760) 243-5884 x108

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Oro Grande Elementary School District educates around 105 students per year in grade transitional kindergarten to the sixth grade.

Oro Grande is a small community located in the High Desert in Southern California. The population of Oro Grande is 1,064.

The main industry in Oro Grande comes form a large cement factory located near the elementary school. Most residence travel into other areas of the high desert for employment.

The Oro Grande Elementary unduplicated percentage is 94%.
The English Language Learner population is 32% of students (all EL students' primary language is Spanish)

The Oro Grande Elementary School district also operates two large charter schools. Riverside Preparatory School and Mojave River Academy provide additional opportunities for Oro Grande students. These two schools provide program that continue through the 12th grade.

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

The Oro Grande Elementary School will prepare the next generation. Students who are not meeting grade level standards will be supported through intervention and all students will have access to standards aligned rigorous curriculum and instruction. (Goal 1 Action 1.1)

Our students will be introduced to a wide variety of classes, mentors and technology that ensure that every student’s educational need is met for college and/or career. All students will be exposed to the visual and performing arts to provide a culturally balanced education. (Goal 4 Action 4.1)

Our families will be a part of the overall educational experience and will have opportunities to engage and seek support from the school.(Goal 2 Action 2.1)

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

English language arts and math CAASPP scores increased on the LCFF Dashboard (math 3.7 points and ELA 6.6 points. Both content areas moved from orange and red to yellow).
Increased intervention classes for students not reading at grade level have impact CAASPP scores and overall ELA proficiency. Ongoing teacher professional development in effective instructional practices and standard aligned instruction has been a catalyst for student achievement.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Suspension rates are an area of concern for Oro Grande Elementary School. The California Dashboard indicates that all students are in "red" 9.6% and socioeconomically disadvantaged students are very high at 10.1%. Chronic Absenteeism continues to be an area of concern with a 19.1% rate for all students. The school working with a team of administrators, teachers and classified staff to create, train and implement a progressive discipline plan (Goal 2: Action 1). There is also an addition of an elementary counselor and school resource officer to work on social-emotional factors that lead to discipline and attendance issues (Goal 2: Action 1).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Hispanic students are performing two levels (red 97.1 points below 3- on the CA Dashboard) below all students (yellow 84.2 points below 3 - CA Dashboard) in Math performance.
The district plans to increase math professional development for teachers - specially for teachers in the primary grades. The district will increase professional development opportunities for classroom teachers, specifically math in the primary grades.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

The school is working with a team of administrators, teachers and classified staff to create, train and implement a progressive discipline plan. There is also an addition of an elementary counselor and school resource officer to work on social-emotional factors that lead to discipline and attendance issues.
There will be an addition of Instructional Support Teachers will help coach teachers and assit administrators in exemplary instructional practices.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$10,311,067
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$299,523

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Oro Grande Elementary School District- Total Revenue- $11,018,716
Personnel and Benefits (including teachers, administrators, office, custodial, transportation, food services)- $ 5,593,568
Books and Supplies- $ 349,984
Services and Other Operating Expenses- $ 1,095,585
Site Improvements and Other Expenses-$11,000

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$1,125,041

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Oro Grande Elementary School will increase the number of 3rd and 6th grade students reading at grade level proficiency through the implementation of rigorous state standards and provide appropriate interventions as needed.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
CAASPP (ELA) Baseline: All Students: 75.8 points below Standard Met (level 3) 2017 - 2018: Increase 11 points toward Standard Met (level 3)	CAASPP ELA All students 69.3 points below level 3 (increase in ELA CAASPP 6.6 points)

Expected	Actual
CAASPP (ELA) Baseline: EL Students: 105.2 points below Standard Met (level 3) 2017-18: Increase 11 points toward Standard Met (level 3)	CAASPP (ELA) English Language Learners (EL): 107.4 points below level 3 (decreased 2.2 points)
CAASPP (ELA) Baseline: LI Students:77.6 points below Standard Met (level 3) 2017-18: Increase 11 points toward Standard Met (level 3)	CAASPP (ELA) Low Income Students (LI): 68.7 points below level 3 (increased 8.9 points)
CAASPP (ELA) No Baseline data for Reclassified Students (2 students out of 39 EL students) 2017-18: Increase 11 points toward Standard Met (level 3)	CAASPP (ELA) Reclassified Students: 0% students reclassified
Benchmark (Reading) Baseline: All Students:10% read at grade level 2017-18: Increase 10% of students reading at grade level	Benchmarks (Reading) Benchmarks were performed but total school data was not aggregated this school year
Lexile Scores Baseline: All Students:10% read at grade level 2017-18: Increase 10% of students reading in grade level lexile band	Lexile Scores: All Students: Increased from 10% to 18% that are reading at grade level

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students) • Assessments for Lexile ranges for all students	There was an increase in intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students) There was an increase of the number of Read 180/System 44 (Houghtin Mifflin) from 2 classes per grade level to 3 classes per grade level. • Assessments for Lexile ranges were administered for all students	$80,296 LCFF Limited English Proficient Federal Funds Certificated Personnel Statutory Benefits Textbooks Online Resources	$73,494 LCFF Certificated Personnel Statutory Benefits Books Online Resources

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide rigorous supplement California State standards aligned ELD curriculum for EL students (specifically meet the needs of all levels of EL students)	To supplement ELA/ELD instruction, rigorous supplement California State standards aligned ELD curriculum was provided for EL students (specifically meet the needs of all levels of EL students). EL students participate in a pull out ELD instruction class daily.	$ LCFF Books	$970 LCFF Books

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All students were lexile tested quarterly throughout the school year. Students that did not meet grade level lexile targets were placed in pull out intervention reading classes.
Oro Grande Elementary School is utilizing California State Standard aligned curriculum ELD grades TK to 6th.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students made an 8% growth in reading proficiency. There continues to be a majority of students in the intervention program that are reading multiple years below grade levels and will continue to need more intervention opportunities.
The students are not meeting the CAASPP targets- intervention and professional development for teachers in reading instruction will continue to be a priority in all grade levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a slight difference in budgeted resources and estimated actual expenditures due to changes in salaries and changes from English Language Learner instructional materials. (Action 1.1)

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no significant changes made to this LCAP Goal.

Goal 2

Oro Grande Elementary School will provide resources that promote social/emotional growth and parent/community partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
CA Healthy Kids Survey (CHKS) Baseline: CHKS – 90% of parents agree with “positive” learning environment 2017-18: Maintain 90%	CA Healthy Kids Survey (CHKS) Healthy Kids Survey data was not available for 2017-2018 school year (Survey administered in December 2017- no data available by June 2018)
Parent Participation Survey Baseline: 2017-18 (first year baseline data) 2017-18: 80% participation	Parent Survey (administered in Spring 2017- no data available by June 2018)

Expected	Actual
Suspension Rate Baseline: Suspension: 13% 2017-18: Maintain: 13%	Suspension Rates: Decreased from 13% to 9.2%
Expulsion Rate Baseline: Expulsion: 0% 2017-18: Expulsion: 0%	Expulsion Rates: 0%
Chronic Absenteeism Rate Baseline: Chronic Absenteeism: 11% 2017-18: Maintain: 11%	Chronic Absenteeism increased to 19.1%
Facility Inspection Tool (FIT) Baseline: FIT: 100% Good Repair 2017-18: FIT: 100% Good Repair	Facility Inspection Tool 100% Good Repair
Attendance Rate Baseline: Projected ADA for Oro Grande Elementary School- 104 - 95% 2017-18: Projected ADA for Oro Grande Elementary School- 104 – 95%	Attendance Rate ADA for Oro Grande Elementary School 97.78%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure access to counseling through support of student services department. Access to parent programs to address social- emotional stress factors	All students had access to counseling through support of student services department (specifically school psychologist). Students were referred by teachers and/or administration. Support for interpersonal skill building was available and utilized for all students referred. Parent classes were offered once a quarter and addressed social-emotional issues that affect school aged students. Classes were taught be counselors and school psychologist.	$127,141 AB602 Certificated Personnel Statutory Benefits	$143,607 AB602 Certificated Personnel Statutory Benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide programs for parents in primary language to help students in both academic and social needs.	Parents and families were provided programs for parents in primary language to help students in both academic and social needs. The Latino Family Literacy Project curriculum was utilized and weekly classes were offered weekly to parents in the community.	$131,763 LCFF Certificated Personnel Statutory Benefits Instructional Materials Technology	$126,392 LCFF Certificated Personnel Statutory Benefits

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide academic family engagement events.	Family academic nights were not held for the current year. Changes to this goal will be made for the 2018-2019 LCAP.	$2,500 LCFF Contracted Services (Professional Development)	$0 LCFF Contracted Services (Professional Development)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Students that are in need of social/emotion support are referred to student services and supported by the school psychologist. Family/community workshops were offered in anti-bullying and positive parenting strategies.

Families and community members participated in the Latino Family Project and English classes supported by the ELD coordinator and EL teacher.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Counseling provided by school psychologist and parent classes to support families in social emotional areas had high participation rates. After reviewing data and as a result of higher suspension rates and chronic absenteeism rates, action items have been changed and added for the 2018-2019 LCAP year. An increase in services for students are needed to achieve Goal 2 in future years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were slight differences based on salaries in Action Items 1 and 2. Action Item 3 was not implemented in 2017-2018, and therefore will be changed for the 2018-2019 LCAP year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The family academic events did not place during the 2017-2018 school year. Changes to this goal are evident in the 2018-2019 LCAP Goal 2. With stakeholder input, the decision was made to increase serves such as providing social emotional curriculum to students, hire a new elementary

counselor and school resource officer (Goal 2 Action 1) .

Goal 3

Common Core State Standards and researched based instructional methodologies will be implemented with rigor by highly qualified teachers to increase the proficiency levels of students in math and English Language Arts.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Implementation of State Standards: Professional Learning: CA State Standards Baseline: Teachers trained in CA State Standards: 100% 2017-18: Teachers trained in CA State Standards: 100%	Implementation of State Standards: Professional Learning: CA State Standards 100% of teachers were training in CA State Standards
Highly Qualified & Certified Teachers (EL) Baseline: 100% 2017-18: 100%	Highly Qualified & Certificated Teachers (EL) 100% of teachers are certified to teacher English Language Learners

Expected	Actual
Highly Qualified & Certified Teachers Baseline: 100% 2017-18: 100%	2017-18: 100%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts) All teachers will participate in professional development specific to ELD instruction	All teachers and administrators have participated in ongoing, rigorous professional development in both CCSS (Math and English Language Arts)- through an outside consultant specializing in CCSS. There was an addition of administrative coaching. All teachers participated in professional development specific to ELD instruction.These trainings occurred as part of the 6 day common core training that every teacher participated in throughout the year. The ELD Intervention teacher participated in Academic Vocabulary training along with intensive training provided by Houghtin Mifflin to supoort the intervention curriculum.	$6,400 LCFF Contracted Services (Professional Development) Certificated Personnel (substitute teachers)	$13,400 LCFF Contracted Services (Professional Development)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

All teachers will have access to coaching and new teacher support training.	All teachers have access to coaching and new teacher support training. This support comes from CTI and support from the Executive Director of Administration.	$168,900 LCFF Certificated Personnel Statutory Benefits	$186,405 LCFF Certificated Personnel Statutory Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All teachers participated in 6 full day California State Standards training. Teachers (in grade level) teams worked with experts in ELA and math content. The teachers worked on perfecting their scope and sequences, benchmarks and collaborated on instructional strategies. All teachers looked at data to inform instruction and created year long projections for students not meeting grade level standards.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goal was met effectively with all teachers and administrators participating in training. The level of implementation of the instructional strategies to the students is a result of the 6 days of training in ELA and math.
An increase in ELA CAASPP scores along with an increase (8%) of students reading at grade level is evident in the effectiveness of professional development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in budgeted expenditures to estimated actual expenditures was the result of additional administrative coaching.(Action 3.1)

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal. Evaluation of the rubrics were used to guide professional development and make instructional changes for all student populations.

Goal 4

Oro Grande Elementary School will provide music, art, and technology to all students

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Master Schedule Baseline: Student participation in fine arts/technology daily: 100% 2017-18: Maintain: 100%	100% of students participated in fine arts/technology classes daily

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Students will be provided with standards aligned Music and Art Curriculum • Professional Development for Fine Arts Teachers • Increase technology (student computers) • Art supplies for annual art show	Students will be provided with standards aligned Music and Art Curriculum • There was an increase in student computers. Computer carts are used daily in classrooms for assessments, research, and curriculum access. • Students were provided with art supplies for annual art show. The art show was presented by students at a local community venue. All 4th and 5th grade students auctioned student work including paintings on canvas, pottery, and sculptures. The art program has grown to include all students grades TK-5 participate in art daily and the art program also supports academic standards taught in the general education classroom.	$15,745 LCFF Contracted Services (Professional Development) Technology Instructional Materials	$6,086 LCFF Technology

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All students participate daily in fine arts (music and visual arts) and technology class daily. Credentialed teachers in the fine arts and technology teach these classes.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The professional development action was not utilized in this LCAP- Teachers participated in whole staff professional development. More systematic professional development goals for the fine arts department will be a goal for the next school year (Goal 4: Action1) .

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fine Art teachers did not participate in outside professional development. Teachers will participate in specific fine art content training in the 2018-2019 school year. Art supplies were paid with site budgets.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no major changes made to this LCAP goal.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In embarking on the creation of this plan, Oro Grande School District aimed to seek substantive and thoughtful input for all stages of plan development: During all of the stakeholders meetings, federal, state and local data was shared. This included opportunities for all stakeholders to look at the progression of CAASPP scores, data from English Language Learner assessments and local benchmarks. Stakeholders also look at parent and student surveys and data regarding school climate such as, California Healthy Kids Survey and suspension and expulsion rates.
All stakeholders were given opportunities to share ideas, ask questions and give feedback regarding all academic and social programs at Oro Grande Elementary School. Parents and community members are invited to participate and give feedback at the Community Superintendent Committee, School Site Council and ELAC/DELAC. Invitations are extended through the use of school wide phone calls, social media, and the Oro Grande website. All information is provided in parents and student's primary language.
Community Superintendent Committee (parents and families of Oro Grande Elementary School District)
English Learner Advisory Committee (parents and families of students whose primary language is not English) May 29th 2017
School Site Council (specific to LCAP) May 29th 2018
District Superintendent Committee (certificated staff (teachers and counselors) Sept. 22, 2017, Dec. 15, 2017, March 9, 2018 and June 1, 2018)
Management Retreats Committee (Certificated and Classified Management District and Site) - July 25th-26th 2018 and February 6th 2018
The LCAP held public hearing on June 6th, 2018 and was adopted by Oro Grande Board of Trustees on June 13th, 2018.
(Oro Grande School District does not have an active Union)

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The district has provided many opportunities for all stakeholders to provide input and ask questions regarding the progress of LCAP and associated goals. After looking at district-wide data, all stakeholders agreed that more intervention is needed and that teachers and administrators also agreed that California State Standards professional development would be more relevant if presented in the same fashion Kindergarten through 12 grade (including the district charter schools). An increase of staff to provide interventions for student and staff support along with training for administration has been increased for the 2018-2019 school year.

After reviewing the data and analyzing the progress of the goals, all stakeholders agreed that resources should be allocated to move towards achieving and revising LCAP goals. Additional changes to LCAP Goal 2 will provide additional resources for the social and emotional health of all students at Oro Grande Elementary.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Oro Grande Elementary School will increase the number of 3rd and 6th grade students reading at grade level proficiency through the implementation of rigorous state standards and provide appropriate interventions as needed.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 8

Local Priorities:

Identified Need:

Need: All students need to have grade level reading proficiency to understand and access grade level curriculum and secure college and career readiness.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP (ELA)	All Students: 75.8 points below Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)
CAASPP (ELA)	EL Students: 74.1 points below Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)
CAASPP (ELA)	LI Students: 77.6 points below Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP (ELA)	No Baseline data for Reclassified Students (2 students out of 39 EL students)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)
Benchmark (Reading)	All Students:10% read at grade level	Increase 10% of students reading at grade level	Increase 10% of students reading at grade level	Increase 10% of students reading at grade level
Lexile Scores	All Students:10% read at grade level	Increase 10% of students reading in grade level lexile band	Increase 10% of students reading in grade level lexile band	Increase 10% of students reading in grade level lexile band

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students) • Assessments for Lexile ranges for all students	Increase intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students) • Assessments for Lexile ranges for all students	Increase intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students) • Assessments for Lexile ranges for all students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$80,296	$81,307	$81,307
Source	LCFF Limited English Proficient Federal Funds	LCFF	LCFF
Budget Reference	Certificated Personnel Statutory Benefits Textbooks Online Resources	Other Books Contracted Professional Development Online Resources Certificated Personnel Statutory Benefits	Other Books Contracted Professional Development Online Resources Certificated Personnel Statutory Benefits

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners	Limited to Unduplicated Student Groups	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide rigorous supplement California State standards aligned ELD curriculum for EL students (specifically meet the needs of all levels of EL students)	Provide rigorous supplement California State standards aligned ELD curriculum for EL students (specifically meet the needs of all levels of EL students)	Provide rigorous supplement California State standards aligned ELD curriculum for EL students (specifically meet the needs of all levels of EL students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,800	$2,185	$2,185
Source	LCFF	LCFF	LCFF
Budget Reference	Textbooks	Other Books Personell Statutory Benefits	Other Books Personell Statutory Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Oro Grande Elementary School will provide resources that promote social/emotional growth and parent/community partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Identified Need:

• Increased need for emotional and social support for students.
• Support for students and families that are Low Income 93%- Low Income-Free and Reduced Meal Application
• Lower suspension rates school suspension data (13%)
• Maintain low expulsion rates (0% expulsion rate)
• Maintain safe, clean learning environment for all teachers and staff.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

CA Healthy Kids Survey (CHKS)	CHKS – 90% of parents agree with “positive” learning environment Maintain 90%	Maintain 90%	Maintain 90%	Maintain 90%
Parent Participation Survey	2017-18 (first year baseline data)	80% participation	80% participation	80% participation
Suspension Rate	Suspension: 13%	Maintain: 13%	Decrease 8% to = 5% or less	Decrease 2% to = 3% or less
Expulsion Rate	Expulsion: 0%	Expulsion: 0%	Expulsion: 0%	Expulsion: 0%
Chronic Absenteeism Rate	Chronic Absenteeism: 11%	Maintain: 11%	Maintain: 11%	Maintain: 11%
Facility Inspection Tool (FIT)	FIT: 100% Good Repair	FIT: 100% Good Repair	FIT: 100% Good Repair	FIT: 100% Good Repair
Attendance Rate	Projected ADA for Oro Grande Elementary School- 104 - 95%	Projected ADA for Oro Grande Elementary School- 104 – 95%	Projected ADA for Oro Grande Elementary School- 104 – 95%	Projected ADA for Oro Grande Elementary School- 104 – 95%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
Low Income	Limited to Unduplicated Student Groups	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Ensure access to counseling through	Ensure access to counseling through	Ensure access to counseling through

support of student services department. Access to parent programs to address social- emotional stress factors	support of student services department. Access to student and family programs that address social- emotional stress factors	support of student services department. Access to student and family programs that address social- emotional stress factors

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$127,141	$45,156	$45,156
Source	AB602	LCFF	LCFF
Budget Reference	Certificated Personnel Statutory Benefits	Other Books Professional Development Certificated Personnel Statutory Benefits	Other Books Professional Development Certificated Personnel Statutory Benefits

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners	Limited to Unduplicated Student Groups	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide programs for parents in primary language to help students in both academic and social needs.	Provide programs and assistance for parents in primary language to help students in both academic and social needs.	Provide programs and assistance for parents in primary language to help students in both academic and social needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$131,763	$41,953	$41,953
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Personnel Statutory Benefits Instructional Materials Technology	Other Books Classified Personnel Classified Personnel Statutory Benefits	Other Books Classified Personnel Classified Personnel Statutory Benefits

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide academic family engagement events.	Provide academic opportunities for students in the community.	Provide academic opportunities for students in the community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,500	$700	$700
Source	LCFF	LCFF	LCFF
Budget Reference	Contracted Services (Professional Development)	Transportation	Transportation

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
No goal applicable in 2017-18	Provide transportation for students to improve daily attendance.	Provide transportation for students to improve daily attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No goal applicable for the 2017-2018 school year	$78,254	$78,254
Source	No source applicable for the 2017-2018 school year	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	No budget applicable for the 2017-2018 school year	Transportation Classified Personnel Statutory Benefits	Transportation Classified Personnel Statutory Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Common Core State Standards and researched based instructional methodologies will be implemented with rigor by highly qualified teachers to increase the proficiency levels of students in math and English Language Arts.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Identified Need:

All teachers need intensive ongoing training instructional strategies to best teach California State Standards.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Implementation of State Standards: Professional Learning: CA State Standards	Teachers trained in CA State Standards: 100%	Teachers trained in CA State Standards: 100%	Teachers trained in CA State Standards: 100%	Teachers trained in CA State Standards: 100%
Highly Qualified & Certified Teachers (EL)	100%	100%	100%	100%
Highly Qualified & Certified Teachers	100%	100%	100%	100%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts) All teachers will participate in professional development specific to ELD instruction	All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts) All teachers will participate in professional development specific to ELD instruction	All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts) All teachers will participate in professional development specific to ELD instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,400	$24,100	$24,100

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	LCFF
Budget Reference	Contracted Services (Professional Development) Certificated Personnel (substitute teachers)	Professional Development	Professional Development

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged

for 2017-18	for 2018-19	for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All teachers will have access to coaching and new teacher support training.	All teachers will have access to coaching and new teacher support training.	All teachers will have access to coaching and new teacher support training.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$168,900	$16,120	$16,120
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Personnel Statutory Benefits	Certificated Personnel Statutory Benefits	Certificated Personnel Statutory Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

Oro Grande Elementary School will provide music, art, and technology to all students

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities:

Identified Need:

There is a need to ensure engagement and ensure all students have access to fine arts and technology instruction.
Parent surveys- including DELAC and LCAP Superintendent's Committee requested increased curriculum and class offerings in fine arts/technology.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Master Schedule	Student participation in fine arts/technology daily: 100%	Maintain: 100%	Maintain: 100%	Maintain: 100%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Students will be provided with standards aligned Music and Art Curriculum • Professional Development for Fine Arts Teachers • Increase technology (student computers) • Art supplies for annual art show	Students will be provided with standards aligned Music and Art Curriculum • Professional Development for Fine Arts Teachers • Increase technology (student computers) • Art supplies for annual art show	Students will be provided with standards aligned Music and Art Curriculum • Professional Development for Fine Arts Teachers • Increase technology (student computers) • Art supplies for annual art show

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,745	$9,750	$9,750
Source	LCFF	LCFF	LCFF
Budget Reference	Contracted Services (Professional Development) Technology Instructional Materials	Instructional Materials Technology Professional Development	Instructional Materials Technology Professional Development

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$309,828	31.04 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The district is expected to receive approximately $281,688 in Supplement and Concentration Grant Funding in the 2017-2018 school year. In 2017-2018, the district plans to continue services provided to low income and the EL population. Oro Grande School District educates 92% population rate of low-income students. Due to the high population of this unduplicated population, programs offered are appropriate for the total LEA's student population. Oro Grande School District provides an increased 8 hour day program to provide time for intervention programs for unduplicated students. These programs include intervention programs (instructional materials specifically targeted for the EL population (reading intervention materials), staffing and professional development for increased services for EL students and low income populations (FTE for EL intervention program, and increased technology). A review of district needs and metrics, along with input from key stakeholders, helped the district determine the services – and the most effective use of Supplemental Grant funds)

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$299,291	38.01%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The district is expected to receive approximately $299,291 in Supplement and Concentration Grant Funding in the 2018-2019 school year. In 2018-2019, the district plans to continue services provided to low income and the EL population. Oro Grande School District educates 94% population rate of low-income students. Due to the high population of this unduplicated population, programs offered are appropriate for the total LEA's student population. Oro Grande School District provides an increased 8-hour day program to provide time for intervention programs for unduplicated students. These programs include intervention programs (instructional materials specifically targeted for the EL population (reading intervention materials), staffing and professional development for increased services for EL students and low-income populations. An additional counselor and school resource officer have been added to address areas of needs identified in the LCFF Dashboard. These new positions will assist with programs developed to combat high suspension and chronic absenteeism rates. A review of district needs and metrics, along with input from key stakeholders, helped the district determine the services – and the most effective use of Supplemental Grant funds.