Introduction:

LEA: Oro Grande Elementary School District Contact: Kyla Rivera Director, Curriculum kyla_rivera@orogrande.org 760-243-5884 LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
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: Community Superintendent Committee (parents and families of Oro Grande Elementary School District), English Learner Advisory Committee (parents and families of students whom primary language is not English), and District Superintendent Committee (certificated staff (teachers and counselors) and Management Retreats Committee (Certificated and Classified Management District and Site) - (Oro Grande School District does not have an active Union) The district worked with parents and community members to organize and form a group that represents all students and all demographics. This group reviewed data on literacy and math achievements, CAASPP implementation, CELDT scores, attendance and suspension/expulsion rates. The community also looked at data reports prepared to evaluate the progress of goals in 2014-15 LCAP and data from 2015-2016 school year (including personnel reports, parent and student surveys, and district benchmarks and district program data). ELAC and DELAC- The English Language Learner Community reviewed LCAP/LCFF in October 2015 and February 2016. During this meeting stakeholders addressed concerns regarding the English Language Learner population. Members also looked at data, specifically CELDT, CAASPP, AMAO and reclassification rates.	The first LCAP Superintendent's Committee looked at the information collected from stakeholders (ELAC,DELAC and Community Committee). This group also looked at test data and demographic data. They also prioritized the needs of the students and families within the district. This committee will continue to look at data associated with LCAP and make recommendations for modification if needed. This committee shared the same concern for need professional development in the area of Common Core and creating an intensive researched based reading intervention for populations that are struggling to reach proficiency.
Annual Update The English Language LCAP priorities were reviewed and progress on these goals were shared with this population. Beginning in September 2014 the District Superintendent Committee began to look at data and progress of LCAP goals. This committee continued to meet quarterly. (Dec 4th, 2015, Feb. 16th, 2016, April 29th, 2016) This committee is comprised of teachers that represent their school site and grade levels. In January 2015 the district implemented a Management Retreat. (Management Retreats: July 2015 and February 2016) The district will continue to make efforts to increase participation from all stakeholders (within the community and LEA members) All levels of administration (classified and certificated) participated in this retreat. The	**Annual Update:** 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 and teachers and administrators also agreed that Common Core State Standards professional development would be more relevant if presented in the same fashion Kindergarten through 12 grade (including the district charter schools) After reviewing the data and analyzing the progress of the goals; all stakeholders agreed that resources should be allocated to move towards

district administrators participated in intensive analysis sessions to review data related to priorities and raise issues of concern for the district and for specific sites. These management retreats will be held every Winter and Summer. The LCAP was presented to the community Superintendent Community and the English Learner Advisory Committee on May 4, 2016. The public hearing was held on June 1, 2016 and the LCAP was approved by the Board of Education on June 13, 2016.	achieving and revising LCAP goals. After reviewing the goals and data stakeholders agreed that the goals can be better analyzed and obtained if they were condensed to four similar goals.

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

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcome.

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.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local: Specify _____

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.	
Goal Applies to:	Schools:	Oro Grande Elementary School
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Metric: • CAASPP Increase proficiency by 7% each year. (14-15 Smarter Balanced 85% of Students not meeting standards) • Local Benchmarks, Lexile Scores • Increase lexile growth and increase the number of students reading at grade level by 7% each year. • LI Students- increase 7% proficiency (CAASPP and local benchmarks) • EL- Students- increase 7% proficiency (CAASPP and local benchmarks) • Re-designated fluent English proficient –Increase 5% (CELDT, CAASPP)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	LEA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Intervention FTE (5%) LCFF= 7,831.25 Title 3- $2421 11XX-$2507.35 3XXX-$772 4210-$3177
Provide newly adopted Common Core State standards aligned ELD curriculum for EL students.	LEA	_ALL OR: __ Low Income pupils _X_English Learners __ Foster Youth	Textbooks (5%) LCFF 4210-$1,365

		__ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Metric: • CAASPP Increase proficiency by 7% each year. (14-15 Smarter Balanced 85% of Students not meeting standards) • Local Benchmarks, Lexile Scores • Increase lexile growth and increase the number of students reading at grade level by 7% each year. • LI Students- increase 7% proficiency (CAASPP and local benchmarks) • EL- Students- increase 7% proficiency (CAASPP and local benchmarks) • Re-designated fluent English proficient Increase 5% (CELDT, CAASPP)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	LEA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Intervention FTE (5%) LCFF = 7,831.25 Title 3- $2421 11XX-$2507.35 3XXX-$772 4210-$3177
Provide newly adopted Common Core State standards aligned ELD curriculum for EL students.	LEA	_ALL OR: __ Low Income pupils _X_English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Textbooks (5%) LCFF 4210-$1,365

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Metric: • CAASPP Increase proficiency by 7% each year. (14-15 Smarter Balanced 85% of Students not meeting standards) • Local Benchmarks, Lexile Scores • Increase lexile growth and increase the number of students reading at grade level by 7% each year. • LI Students- increase 7% proficiency (CAASPP and local benchmarks) • EL- Students- increase 7% proficiency (CAASPP and local benchmarks) • Re-designated fluent English proficient Increase 5% (CELDT, CAASPP) •		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	LEA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	Intervention FTE (5%) LCFF = 7,831.25 Title 3- $2421 11XX-$2507.35 3XXX-$772 4210-$3177
Provide newly adopted Common Core State standards aligned ELD curriculum for EL students.	LEA	_ALL OR: __ Low Income pupils X_English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Textbooks (5%) LCFF 4210-$1,365

GOAL: 2	**Oro Grande Elementary School will provide resources that promote social/emotional growth and parent/community partnerships.**	Related State and/or Local Priorities: 1_X_ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	Need: • Increased need for emotional and social support for students. • Support for students and families that are Low Income (91%- Low Income- Free and Reduced Meal Application) • Maintain low suspension rates (3.5%) school suspension data-- (3 suspensions out of 91 students- unduplicated count) • Maintain low expulsion rates (0% expulsion rate) Maintain safe, clean learning environment for all teachers and staff. • Maintain high school attendance rates (baseline 96%)
Goal Applies to:	Schools: Oro Grande Elementary School Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Metrics: • Family Connectedness Survey (Local) 80% parents that report "connectedness" to school environment • California Healthy Kids Survey (CHKS) (State) 80% of parents that "agree" with positive learning environment • Suspension rates (3.5% annually) (State) Maintain suspension rates under 5% • Expulsion rates (0% annually) (State) Maintain 0 expulsions • Chronic Absenteeism rates (35% annually) (State) Decrease chronic absenteeism rates by 5% • Facility Inspection Tool (FIT) (State) 100% of facilities in "Good Repair" • Projected ADA for Oro Grande Elementary School- (100.16- goal 96%)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure access to counseling through support of clinical	LEA	X_ALL	Clinical Counselor

counselor. Access to parent programs to address social-emotional stress factors		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5%) 11XX-$4970 3XXX-$1185 AB602
Provide programs for parents in primary language to help students in both academic and social needs.	LEA	X_ALL OR: __ Low Income pupils __English Learners __ Foster Youth __ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Coordinator (5%) LCFF 13XX-44437 3XXX-$1650 Community Curriculum (5%) LCFF 4210- $2000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Metric: • Family Connectedness Survey (Local) 80% parents that report "connectedness" to school environment • California Healthy Kids Survey (CHKS) (State) 80% of parents that "agree" with positive learning environment • Suspension rates (3.5% annually) (State) Maintain suspension rates under 5% • Expulsion rates (0% annually) (State) Maintain 0 expulsions • Chronic Absenteeism rates (35% annually) (State) Decrease chronic absenteeism rates by 5% • Facility Inspection Tool (FIT) (State) 100% of facilities in "Good Repair" • Projected ADA for Oro Grande Elementary School- (100.16- goal 96%)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure access to counseling through support of clinical counselor. Access to parent programs to address social-emotional stress factors	LEA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Clinical Counselor (5%) 11XX-$4970 3XXX-$1185 AB602

		__Other Subgroups:(Specify)_____	
Provide programs for parents in primary language to help students in both academic and social needs.	LEA	X_ALL OR: __ Low Income pupils _X_English Learners __ Foster Youth __ Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Coordinator (5%) LCFF 13XX-44437 3XXX-$1650 Community Curriculum (5%) LCFF 4210- $2000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	• Metric: • Family Connectedness Survey (Local) 80% parents that report "connectedness" to school environment • California Healthy Kids Survey (CHKS) (State) 80% of parents that "agree" with positive learning environment • Suspension rates (3.5% annually) (State) Maintain suspension rates under 5% • Expulsion rates (0% annually) (State) Maintain 0 expulsions • Chronic Absenteeism rates (35% annually) (State) Decrease chronic absenteeism rates by 5% • Facility Inspection Tool (FIT) (State) 100% of facilities in "Good Repair" • Projected ADA for Oro Grande Elementary School- (100.16- goal 96%)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure access to counseling through support of clinical counselor. Access to parent programs to address social-emotional stress factors	LEA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Clinical Counselor (5%) 11XX-$4970 3XXX-$1185 AB602
Provide programs for parents in primary language to help students in both academic and social needs.	LEA	X_ALL OR: __ Low Income pupils	Coordinator (5%) LCFF 13XX-44437 3XXX-$1650

		_X_English Learners __ Foster Youth __ Re-designated fluent English proficient ___Other Subgroups:(Specify)_____	Community Curriculum (5%) LCFF 4210- $2000

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.**	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	Need: • All teachers need intensive ongoing training instructional strategies to best teach Common Core State Standards.
Goal Applies to:	Schools: Oro Grande Elementary School Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	• 100% of teachers trained in Common Core standards. (Local) • Maintain the 100% of teachers that are highly qualified and certified to teach English Language Learners. (State) • Metric: This goal will be assessed by the completion of Common Core standards training, monitored by Oro Grande School District Curriculum Department. (Local)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts)	LEA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Common Core PD (5%) LCFF 5210-$3,271.50
All teachers will have access to coaching and new teacher support training.	LEA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Asst. Director Curriculum LCFF 13XX- $100,157 3XXX-$34,644

All teachers will have ongoing professional development in the implementation of ELD standards.	LEA	_ALL OR: __ Low Income pupils _X_English Learners __ Foster Youth __ Redesignated fluent English proficient ___Other Subgroups:(Specify) _____	ELD PD (5%) LCFF 5210-$490.65

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	• 100% of teachers trained in Common Core standards. (Local) • Maintain the 100% of teachers that are highly qualified and certified to teach English Language Learners. (State) • Metric: This goal will be assessed by the completion of Common Core standards training, monitored by Oro Grande School District Curriculum Department. (Local) • 100% of students will have access to standards aligned curriculum

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts)	LEA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Common Core PD (5%) LCFF 5210-$3,271.50
All teachers will have access to coaching and new teacher support training.	LEA	X_ALL OR: __ Low Income pupils _X English Learners __ Foster Youth __ Re-designated fluent English proficient ___Other Subgroups:(Specify)_____	Asst. Director Curriculum LCFF 13XX- $100,157 3XXX-$34,644

All teachers will have ongoing professional development in the implementation of ELD standards.	LEA	_ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	ELD PD (5%) LCFF 5210-$490.65

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	• 100% of teachers trained in Common Core standards. (Local) • Maintain the 100% of teachers that are highly qualified and certified to teach English Language Learners.. (State) • Metric: This goal will be assessed by the completion of Common Core standards training, monitored by Oro Grande School District Curriculum Department. (Local)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts)	LEA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Common Core PD (5%) LCFF 5210-$3,271.50
All teachers will have access to coaching and new teacher support training.	LEA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Asst. Director Curriculum LCFF 13XX- $100,157 3XXX-$34,644
All teachers will have ongoing professional development in the implementation of ELD standards.	LEA	_ALL OR: __Low Income pupils _X_English Learners __Foster Youth	ELD PD (5%) LCFF 5210-$490.65

		__Re-designated fluent English proficient __Other Subgroups:(Specify) _____	

GOAL: 4	**Oro Grande Elementary School will provide music, art, and technology to all students.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	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.
Goal Applies to:	Schools: Oro Grande Elementary School Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	• 100% of students participate in daily fine arts/technology class within the daily schedule. • Metric: Assessment will be determined by master schedule (personnel reports)/student class enrollment (Local) Maintain 100% of students participate in daily fine arts classes.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be provided with standards aligned Music and Art Curriculum Professional Development for Fine Arts Teachers	LEA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Curriculum (5%) LCFF 4310-$6,000 5810-$3,000

LCAP Year 2: 2017-2018

Expected Annual Measurable	• 100% of students participate in daily fine arts/technology class within the daily schedule. • Metric: Assessment will be determined by master schedule (personnel reports)/student class enrollment (Local)

Outcomes:	Currently 100% of students participate in daily fine arts classes.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be provided with standards aligned Music and Art Curriculum Professional Development for Fine Arts Teachers	LEA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify) _____	Curriculum (5%) LCFF 4310-$6,000 5810-$3,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	• 100% of students participate in daily fine arts/technology class within the daily schedule. • Metric: Assessment will be determined by master schedule (personnel reports)/student class enrollment (Local) Maintain100% of students participate in daily fine arts classes.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be provided with standards aligned Music and Art Curriculum Professional Development for Fine Arts Teachers	LEA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Curriculum (5%) LCFF 4310-$6,000 5810-$3,000

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

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	**Goal 1: Credentialed Teachers** **All teachers and certificated staff will be highly qualified in their credentialed area.**	**Related State and/or Local Priorities:** 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: Oro Grande Elementary Applicable Pupil Subgroups: All Students	

Expected Annual Measurable Outcomes:	100% of all Oro Grande School District teachers will be fully credentialed. ○ Metric: This will be evaluated through data collected in the Williams Audit (State Report) Personnel Reports, and Board Agenda Items (Local)	Actual Annual Measurable Outcomes:	100% of teachers in at Oro Grade Elementary School are highly qualified and teaching in their credentialed area.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Continue to ensure all teachers and credentialed and highly qualified • New teacher training and support, and additional FTE (5% for Assistant Director)	1310-Certificated Personnel $5260 3XX1-Certificated Benefits $1600	Teachers on Assignment along with the Assistant Director of Curriculum and Instruction provided coaching and training to all new teachers. There were 2 new teachers at Oro Grande Elementary School.	Asst. Director LCFF 13XX-$136,217 3XXX-$39,059
Scope of service: LEA-Wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Scope of service: LEA-Wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress	Oro Grande Elementary School has been able to ensure all teachers are highly qualified in their core teaching area. The district will continue to provide support for all new teachers to ensure they meet their credential criteria. Per stakeholder agreement this goal will be reflected in Goal 3 in the 2016-17 LCAP.

and/or changes to goals?	

Original GOAL from prior year LCAP:	**Goal 2: All intervention teachers will be trained in new adopted reading intervention program.**	**Related State and/or Local Priorities:** 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: Oro Grande Elementary	
	Applicable Pupil Subgroups: All Students, English Learners	

Expected Annual Measurable Outcomes:	100% of teachers will be trained in reading intervention program ○ Local Metric: All teachers trained in the implementation of reading intervention program SRI –Lexile assessment and interpreting and using data. ○ State Metrics: Smarter Balanced Assessment (CASSPP- State Testing)) CELDT scores and AMAO (Federal Reports)	Actual Annual Measurable Outcomes:	All teachers that were implementing the intervention reading programs had professional development and training multiple times throughout the year. 2 teachers provided intervention programs and participated 6 days of training/professional development.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Provide reading intervention training for intervention teachers • Reading Intervention teacher (FTE- 5% of salary and benefits)	LCFF 11XX-Certificated Personnel $2510.00 3XX1-Certificated Benefits $760.00	A reading intervention teacher worked on a pull out reading intervention program with students who are reading below grade level (using a Lexile assessment-Scholastic SRI- Read 180/System 44) Students that received intervention showed an average of 150 point increase in Lexile growth.	LCFF 11XX-Certificated Personnel $2510.00 3XX1-Certificated Benefits $760.00

Scope of service:	LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Scope of service:	LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
2.2 For low income pupils: Currently, the low income population resides at 96% Therefore, the district will include the total population of students in academic/social programs that benefit this population.		FTE Budgeted in Goal 2: Action 1	A reading intervention teacher worked on a pull out reading intervention program with students who are reading below grade level (using a Lexile assessment-Scholastic SRI- Read 180/System 44) Students that received intervention showed an average of 150 point increase in Lexile growth.		FTE Budgeted in Goal 2 Action 1
Scope of service:	LEA-Wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		Scope of service:	LEA-Wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.3 For English Learners: English language learners will benefit from receiving reading intervention pull out program – determined on specific English Language needs • Reading Intervention curriculum		FTE Budgeted in Goal 2: Action 1 LCFF 4210 $8,000	A reading intervention teacher worked on a pull out reading intervention program with students who are reading below grade level (using a Lexile assessment-Scholastic SRI- Read 180/System 44) Students that received intervention showed an average of 150 point increase in lexile growth.		FTE Budgeted in Goal 2 Action 1

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) _____			OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) _____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This Goal will now be included into Goal 1 for the 2016-17 school year. Reading proficiency and intervention will continue to be a top priority of the Oro Grande School District.

Original GOAL from prior year LCAP:	**Goal 3: By the end of 2017-2018, 80% 5th grade students will meet literacy targets (proficiency). The percentage of each applicable subgroup reaching 5th grade literacy targets will increase by 10 percent. (Baseline goal determined by CST proficiency)**	**Related State and/or Local Priorities**: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: Oro Grande Elementary Applicable Pupil Subgroups: All Students Low Income Pupils	

Expected Annual Measurable Outcomes:	All students reading at grade level- 50% All Hispanic students reading at grade level - 48% All Low Income students reading at grade level- 44% ○ State Metric: Goal will be determined by new CAASPP ○ Local Metric: District Lexile Assessments	Actual Annual Measurable Outcomes:	The fifth grade students made growth in the areas of literacy, but are not meeting literacy goals that will meet the goal projected in Goal 3. CAASPP Scores All students reading at grade level- 16 % All Hispanic students reading at grade level – 16 % All Low Income students reading at grade level- 14 %

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual

			Expenditures
3.1 Provide reading intervention for students not reading at grade level • 3 day training for 3 teachers • Reading Intervention Program (assessment and intervention)	LCFF 5810 $1,200 LCFF 4210 $8,000	Intervention teacher participated in ongoing professional development throughout the school year. Teachers participated in Scholastic Reading intervention for 3 days at the beginning of the tear and once every quarter individual. The intervention teacher also received differentiated nitration training with the whole staff.	LCFF (5%) =$11,658 4210-$10,458 5810-$1,200 Title I- $3,177 Title III-$2,421
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Oro Grande School District will continue to make literacy a top priority. Goal number 1 for the 2016-17 school year will incorporates all literacy goals and targets.

Original GOAL from prior year LCAP:	**Goal 4: By 2017-18, 70% of re-classified English Language Learners will meet ELA proficiency on CAASPP.**	**Related State and/or Local Priorities:** 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: Oro Grande Elementary Applicable Pupil Subgroups: Redesignated English Language Learner Students	
Expected Annual Measurable Outcomes:	Redesignated EL students will reach a goal of 64% proficiency ○ State Metric: CAASPP	Actual Annual Measurable Outcomes: Oro Grade Elementary does not have enough reclassified students to receive significant data for redesignated students on CAASPP. Local measures show that redesigbnated students are progressing similarly as all students in Oro Grande.

LCAP Year 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Provide intense reading intervention for EL and redesignated students to gain proficiency in reading	FTE Budged in Goal 2: Action 1	Redesignated Students that were not reading a grade level participated in a pullout reading intervention class. Oro Grande Elementary uses Scholastic Read 180 and Systme 44 (CDE approved ELD intervention curriculum)	LCFF (5%) =$11,658 Title I- $3,177 Title III-$2,421 4210-$10,458 5810-$1,200
Scope of service: LEA-Wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
4.2 For English learners: English language learners will benefit from receiving reading intervention pull out program – determined on specific English Language needs	LCFF 4110 $8,000	EL students that were not reading a grade level participated in a pullout reading intervention class.	LCFF (5%) =$11,658 4210-$10,458 5810-$1,200

• ELD/Reading Intervention materials and curriculum					Title 1- $3,177 Title 3-$2,421
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) _____			OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the high numbers of EI, redesignated and low income students that attend Oro Grande Elementary School- all students that are not reading at grade level will receive intense reading intervention pull out program taught by a highly qualified reading specialist with state adopted materials. All reading goals will be addressed in the new Goal 1 for 2016-17.				

Original GOAL from prior year LCAP:	**Goal 5: Beginning in 2014-15, students will have access to a clinical counselor to address students with social/emotional needs so they may focus on academics.**		**Related State and/or Local Priorities:** 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools: Oro Grande Elementary Applicable Pupil Subgroups: All Low Income			
Expected Annual Measurable Outcomes:	All student population will have access to Clinical Counseling (with parent consent) ○ Local Metric: Social and Emotional criteria assessment (Set by Clinical Counselor), ○ State Metric: School student suspension rates ○ State Metric: School student expulsion rates		Actual Annual Measurable Outcomes:	All students had access to the clinical counselor. The counselors meet with students and followed up with families. Suspension Rate: 3.5% annually Expulsion Rate: 0%
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual

				Expenditures
5.1 Ensure access to counseling through support of clinical counselor. Access to parent programs to address social emotional stress factors • Clinical Counselor (5%) • Special Education		11XX-Certificated Personnel $4,970 3XX1-Certificated Benefits $1,160	A clinical counselor was hired and provided students with individual and group counseling. The counselor also provided parent trainings dealing with mental health issues.	Clinical Counselor (5%) AB620 11XX-$4,970 3XXX-$1,185
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Oro Grande Elementary will continue to provide support for our students in both academic and social/emotional areas. Per stakeholder agreement this goal will be reflected in Goal 2 in the 2016-17 LCAP.			

Original GOAL from prior year LCAP:	**Goal 6: Beginning with 2014-15, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of identified student subgroups will increase by 5% annually.**	**Related State and/or Local Priorities:** 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: Oro Grande Elementary Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	80% of Oro Grande families will feel connected to the school and have a desire to participate in school activities. o Local Metric This goal will be assessed by information from Family Contact Logs o Local Metric: Family Connectedness Survey o State Metric: California Healthy Kids Survey (CHKS) o State Metric: Suspension rates o State Metrics: Attendance and Chronic Absenteeism rates	Actual Annual Measurable Outcomes:	The Oro Grande School District did not receive data from the Healthy Kids Survey in time to gather data for the LCAP report. Data and finds will be reported and program changes will be made accordingly. Family Connectedness Surveys reported that 80% of families feel connected to the school. Suspension rates continue to stay low at 3.5% Chronic Absenteeism rates are at 35%- all will continue to be a priority to decrease in upcoming years.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6.1 Create an environment that promotes connectedness and encourages family participation • Healthy Kids Survey • Parent trainings	LCFF 5810 $250 LCFF 1310- Certificated Personnel $4,370 3XX1- Certificated Benefits $1,625	The California Healthy Kids Survey was administered and parent classes and trainings were offered quarterly throughout the year. Parent surveys state that parents are connected to the school environment.	Healthy Kids Survey LCFF 5810-$1,235 EL Coordinator LCFF 13XX-$4437 3XXX- $1,185

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?'	Oro Grande will continue to provide ample opportunities for our parents to engage in their student's education. Oro Grande will continue to administer the California Healthy Kids Survey. In the 2015-16 school year we received better participation and look forward to sharing the data to improve the climate on campus. Per stakeholder agreement this goal will be reflected in Goal 2 in the 2016-17 LCAP.				

Original GOAL from prior year LCAP:	**Goal 7: Beginning in 2014-15, all teachers will have Common Core training-specifically in the Project Based Model.**	**Related State and/or Local Priorities:** 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: Oro Grande Elementary Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	100% of teachers trained in Common Core standards. ○ Local Metric: This goal will be assessed by the completion of Common Core standards training, implemented by Oro Grande School District Curriculum Department.	Actual Annual Measurable Outcomes:	All teachers participated in the weekly professional development that addressed both common core state standards and Project Based Learning.

LCAP Year: 2015-16

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

7.1 Develop teacher knowledge in the Common Core State Standards through implementing Project Based Learning. • Professional Development for Common Core Teaching Strategies (Teachers on Assignment an Coordinators 5%)		LCFF 1310-Certificated Personnel $11,935 3XX1-Certificated Benefits $3,960	The teachers on Assignment and Academic Coordinators provided both whole group and grade level professional development. (Twice monthly – whole group and grade level specific professional development in the following tops: unpacking Common Core Standards, Close Reading and Mentor Text, differentiated reading instruction, Lexile text mentoring.		Teachers on Assignment (5%) LCFF 11XX-$12,020 3XXX-$4,415
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	To better align Common Core instructional strategies all teachers in the district (K-12; including the charters) will participate in professional development that is aligned vertically. This will be implemented with a contracted service. Per stakeholder agreement this goal will be reflected in Goal 3 in the 2016-17 LCAP.				

Original GOAL from prior year LCAP:	**Goal 8: Beginning in 2014-15, students will have increased access to technology – increased computers 5% each year- to prepare them for new assessments and college/career readiness.**	**Related State and/or Local Priorities**: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: Oro Grande Elementary Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Increase inventory by 6 devices yearly. ○ Local Metric: 1 5% increase will be determined by growth in the district's technology inventory.	Actual Annual Measurable Outcomes: Oro Grande increased student devices 5%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
8.1 Increase student access to technology to prepare students for new Smarter Balanced Assessment • Increase students' computers by 5%	LCFF 4340 $3,600	Oro Grande Elementary School increased technical hardware by purchasing 20 iPads for students use.	I-Pads LCFF 4340-$8,105
Scope of service: LEA-Wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Scope of service: LEA-Wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 8 will be changed to and implemented into Goal in the 2016-17 school year. The LEA will continue to make the use and access of technology a priority for student success. Technology will be incorporated in all academic areas and will be a priority area in Goals 1, 3, and 4 for the 2016-17 school year.

Original GOAL from prior year LCAP:	**Goal 9: Provide class offerings to include music, art and technology.**	**Related State and/or Local Priorities:** 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: Oro Grande Elementary Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Provide all students with a daily fine arts/technology class within the daily schedule ○ Local Metric: Assessment will be determined by master schedule (personnel reports)/student class enrollment	Actual Annual Measurable Outcomes:	All students at Oro Grande Elementary school participated in fine arts class four days a week.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
9.1 Offer fine arts (music and art) in addition to core content • Fine arts curriculum	LCFF 4310 $4,500	All students in the Oro Grande School District received fine arts (general music, art, technology – 4 days a week)	Music and Art Curriculum (5%) LCFF 4310-$1025
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Oro Grande Elementary will continue to offer students a variety of course offerings; including fine arts and technology. To increase access, students will participate in fine arts on Friday in the 2016-17 school year. These priority areas will be reflected in Goal 4 in the 2016-2017 school year.

Original GOAL from prior year LCAP:	**Goal 10: Beginning in 2014-15 the Director of Curriculum will provide LCAP oversight and ensure goals and objectives are monitored.**	**Related State and/or Local Priorities:** 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify: Oro Grande Board of Education request for LCAP monitoring and guidance
Goal Applies to:	Schools: Oro Grande Elementary Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Provide oversight for all goals regarding LCAP priorities. ○ Local Metric: LEA personnel report and agendas for LCAP committee meetings	Actual Annual Measurable Outcomes: The Director of Curriculum monitors the LCAP and provides district oversight of annual goals.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
10.1 Actively monitor progress in achieving the LCAP goals with the dedication of a percentage of the Director Of Curriculum and Instruction • 5% of Director of Curriculum and Instruction	1310- Certificated Personnel $5680 3XX1- Certificated Benefits $2,420	The Director of Curriculum and Instruction planned community meetings, worked with the fiscal department to ensure fiscal compatibility and works with all stakeholders to monitor goals.	Director of Curriculum LCFF 13XX 113,655 3XXX- 36,630
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

What changes in actions, services,	The Oro Grande School District will continue to provide oversight to guaranteeing the goals of the Local Control

and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Accountability Plan are guiding the programs implemented by the LEA. The Curriculum and Instruction departments will supervise all goals; and in the 2016-17 school year a Director of Accountability will oversee all aspects of LCAP. All stakeholders agreed that the oversight of goals and implementation will be managed by a variety of members if the Oro Grande School District.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ 279,550

The district is expected to receive approximately $279,550 in Supplement and Concentration Grant Funding in the 2016-2017 school year. In 2016-17, the district plans to continue services provided to low income and the EL population. Oro Grande School District educates 91% 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 eight-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 (half time addition of 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)

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

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

37.25	%

Oro Grande Elementary District is committed to meet the needs of our unduplicated populations. The minimum proportionality rate for Oro Grande School district is 37.25%.

Our priorities to both low-income families and EL students include:

A 50% increase for a ELA/ELD early intervention (new FTE for the 2015-16 school year- 5% of salary- Oro Grande Elementary)

Increased service for Low Income students by providing parent workshops and support for students that address social issues that affect academic achievement.

El students will have newly adopted EL materials that align to new ELD/ELD Common Core standards and all teachers will participate

in ELD Common Core training in EL instructional methodologies.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

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