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

Introduction:

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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.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Oro Grande School District is a small elementary district serving 118 students grades kindergarten through the sixth grade. During the last seven years, the district has opened two large charter schools that educate students from grades kindergarten through the twelfth grade. 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: 1. The first Community Forum was held on Wednesday, September 18th, 2013. This forum allowed parents to discuss areas of needs both academic and social. 2. Beginning in November 2013, Oro Grande School District began to notify stakeholders about the Local Control Funding Formula (LCFF) and Local Control & Accountability Plan (LCAP). This was done at meetings of the Governing Board, administrators, PAC (Parent Advisory Committees), Superintendent Committee, District English Learner Advisory Committee (DELAC), and with other district and site level committees. 3. In December 2013 and January 2014, site and district administrators met for intensive analysis sessions to review data related to priorities and raise issues of concern for the district and for specific sites. 4. In January 2014, an LCAP Parent and Community Committee was formed. The rationale for forming an additional committee was to gather a group that would be a representative cross section of the district's makeup, and be able to provide not only input on the plan but for these members to serve as liaisons to their constituents. The committee was made of parents and community members. Members were solicited through school newsletters, a district wide call, and invitations through our Community Liaison. This meeting will occur quarterly throughout the school year. 5. In March 2014 a second LCAP Superintendent Committee was formed of teachers, administrators, and classified staff. This committee was formed to receive input from within the district. This committee is also scheduled to meet every quarter to discuss the needs of the district and to analyze the progress of the priorities established in LCAP. 6. The Board Of Trustees reviewed and the LCAP was open for public comment on Wednesday, June 11, 2014. At this time, there were no public comments and/or questions. A written letter was submitted with questions on June 16th, 2014.	During the community forum, parents and stakeholders communicated the need for students to have intervention for struggling readers and ensure that students are educated in a safe and nurturing environment. From this meeting, stakeholders were encouraged to participate in the district's ongoing meetings to discuss the priorities of LCAP. The first Community Committee meeting (established January 2014) presented information and data for parents to analyze and determine needs for the district. Stakeholders were also educated about the priority areas in LCAP and the new funding models (LCFF) From this meeting, stakeholders asked to be presented with information regarding teacher credentialing, access to technology, Common Core state standards implementation and parent/family engagement. In the second Community Committee meeting (April 2014) parents were presented with data from the request of the prior meeting. Stakeholders looked at the data of all areas of concerns and an activity was created and members of the ELAC/DELAC, Community Committee members, and representatives of teachers/administrators were asked to prioritize needs addressed in the eight priority areas. From this activity and continued dialogue in the district these ten priority areas were established. The administration (site and district) first meeting was dedicated to understanding the eight priority areas and the impact of LCAP/LCFF. During the second administrative meeting, members presented areas of needs for dialogue. Working within the priority areas, administrators specified the need for teacher professional development (Common Core Standards), increase of technology to prepare students for new assessments, and insure students are reading at proficiency to adapt to the rigor of new standards. (specifically for EL and low SES populations) The Parent Advisory Committee is a parent organization whose main purpose is to disseminate information and being advocates for good communication. This body encouraged parents to participate in LCAP community meetings and informed parents about LCAP postings on the website. The also encouraged parents to attend board meetings and engage the board in questions regarding LCAP and the annual budget.

Involvement Process	Impact on LCAP
Community Superintendent Committee, English Learner Advisory Committee, and District Superintendent Committee: Community Committee- 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, CST results, attendance and suspension/expulsion rates. ELAC and DELAC- The English Language Learner Community was introduces to LCAP/LCFF in February 2014. During this initial meeting stakeholders addressed concerns regarding the English Language Learner population. Members also looked at data, specifically CELDT, CST, AMAO and reclassification rates. Superintendent Committee- This committee was formed to illicit feedback from teachers within the Oro Grande School District. This group also looked at data, talked about experiences within the classrooms and campus. They also discussed the suggestions and concerns addressed by parents and community members. This group will meet with administration once a month and will follow and address the needs in the LCAP document. **Communication**: An LCAP/LCFF webpage is located on the Oro Grande website. This page will keep the community apprised of new updates, meetings, and guidelines. All stakeholders will be encouraged to ask questions and give suggestions via e-mail. The LCAP document along with the budget will be posted in a local newspaper in May 2014.	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 we struggling to reach proficiency. The following questions were formulated from the public and the address to LCAP from the district was addressed: 1. Social Emotional Supports- expanding counselors and mental health services: (Goal 5- indicates that Oro Grande School District (beginning in the 2014-15 school year) will hire a Clinical Counselor to address social and emotional needs of the students and work with families as needed. 2. Parent engagement in primary language- (Goal 6- Parent engagement activities including English classes for EL parents, will be offered by the Coordinator of EL weekly) From the work complied in these sessions, the following 9 priorities were established: **Top Priorities** 1. Improved literacy in grades kindergarten through fifth. 2. Teachers have training in literacy program and practice to increase proficiency. 3. Longevity of success for re-classified English language learner students. 4. Credentialed and highly qualified teachers. 5. Social and emotional services for Oro Grand Elementary students 6. Teachers receive training in the new Common Core Standards 7. Students have access to technology to prepare them for Smarter Balanced Assessment 8. Family Connectedness 9. Access to a variety of courses (including fine arts and technology) 10. Provide oversight of LCAP and district's goals and priorities.

Involvement Process	Impact on LCAP

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and	Goals	Annual Update:	What will be different/improved for students? (based on identified metric)	Related State and Local

Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Analysis of Progress**	**LCAP YEAR Year 1: 2014-15**	**Year 2: 2015-16**	**Year 3: 2016-17**	**Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Need: Oro Grande School District needs to have fully credentialed teachers to provide the best education to all students. Metric This will be evaluated through data collected in the Williams Audit and Board Agenda Items	Goal 1:Credentialed Teachers All teachers and certificated staff will be highly qualified in their credentialed area.	All Students	Oro Grande Elementary		100% Credentialed teachers	100% Credentialed teachers	100% Credentialed teachers	Priority 1: Basic Services
Need: All Oro Grande Elementary teachers need training in an intervention program that will aid in grade level proficiency in new Common Core Standards and Lexile ranges Metric: All teachers trained in the implementation	Goal 2: All intervention teachers will be trained in new adopted reading intervention program.	All students EL	Oro Grande Elementary		100% of teachers will be trained in reading intervention program	100% of teachers will be trained in reading intervention program	100% of teachers will be trained in reading intervention program	Priority 4-pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
of SRI –Lexile assessment and interpreting and using data. Smarter Balanced Assessment CELDT scores. AMAO								
Need: By 5th grade all students need to be reading at grade level. (Current percentages All- 38% Hispanic 36% SED- 32%) Metric: Goal will be determined by new Smarter Balanced Assessment test and District Lexile Assessments.	Goal 3: By the end of 2016-2017, 100% 5th grade students will meet literacy targets (proficiency). The percentage of each applicable subgroup reaching 5th grade literacy targets will increase by 20 percent. (Baseline goal determined by CST proficiency)	All Students Socio-Economic Disadvantaged	Oro Grande Elementary		All- 44% Hispanic- 42% SED- 38%	All- 50% Hispanic- 48% SED- 44%	All- 55% Hispanic- 53% SED- 50%	Priority Area 4: Pupil Achievement
Need: Reclassification rates increased	Goal 4: By 2016-17, 68% of re-classified English Language	Re-classified English Language Learner Students	Oro Grande Elementary		EL- 60%	EL-64%	EL-68%	Priority Area 4 : Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
to a level of proficiency (current percentages: Starting in 2014-15 (Baseline) EL-56%) Metric: Smarter Balanced Assessment	Learners will meet ELA proficiency on the SBAC.							
Need: Increased need for emotional and social support for students. Metric: Social and Emotional criteria assessment (set by Clinical Counselor), Parent and student suspension rates	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	All SED	Oro Grande Elementary		All student population will have access with parent consent	All student population will have access with parent consent	All student population will have access with parent consent	Priority Area 6: School Climate
Need: All Oro Grande School District families need to feel	Goal 6: Beginning with 2014-15, the percentage of families and students	All	Oro Grande Elementary		75%	80%	85%	Priority Area 6: School Climate Priority Area 3:

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
welcomed and able to be support the education and success of their students Metric This goal will be assessed by information from Family Contact Logs, Family Connectedness Survey, and California Healthy Kids Survey (CHKS) Suspension rates, Attendance and Chronic Absenteeism rates	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							Parent Involvement
Need: All teachers need to be trained in instructional strategies to best teach the new	Goal 7: Beginning in 2014-15, all teachers will have Common Core training- specifically, in the Project Based Model	All	Oro Grande Elementary		100% of teachers	100% of teachers	100% of teachers	Priority 2: Implementation of State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Common Core State Standards. Metric: This goal will be assessed by the completion of a 3 day Project Based Learning training provided by the Buck Institution for Learning (completion of training indicated by teacher sign in sheets).	(Buck Institute)							
Need: All students need access to technology to prepare them for new Common Core State Standards and Smarter Balanced Assessment. Metric : A 5%	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	All	Oro Grande Elementary		6 devices	6 devices	6 devices	Priority Area 5: Pupil Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
increase will be determined by growth in the district's technology inventory.								
Need: There is a need to increase engagement and ensure all students have access to core curriculum, the fine arts, and technology Metric: Assessment will be determined by master schedule (personnel reports)/student class enrollment	Goal 9: Provide class offerings to include music, art and technology.	All	Oro Grande Elementary		Provide all students with a daily fine arts/technology class within the daily schedule	Provide all students with a daily fine arts/technology class within the daily schedule	Provide all students with a daily fine arts/technology class within the daily schedule	Priority Area 7: Course Access
Need: There is a need provide oversight of LCAP and monitor the	Goal 10: Beginning in 2014-15 the Director of Curriculum will provide LCAP	All	Oro Grande Elementary		Provide oversight for all goals regarding LCAP priorities.	Provide oversight for all goals regarding LCAP priorities.	Provide oversight for all goals regarding LCAP priorities.	Priority Area 1: Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
progress made on goals established Metric: LEA personnel report and agendas for LCAP committee meetings	oversight and ensure goals and objectives are monitored.							

Section 3: Actions, Services, and Expenditures

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

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether

supplemental and concentration funds are used in a district wide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1 Goal 1:Credentialed Teachers All teachers and certificated staff will be highly qualified in their credentialed area.	Priority 1: Basic Services	Continue to ensure all teachers and credentialed and highly qualified	District		New teacher training and support: 13732.00 (5% of district TOAs) LCFF Objects 1000 and 3000	New teacher training and support: 13732.00 (5% of district TOAs) LCFF Objects 1000 and 3000	New teacher training and support: 13732.00 (5% of district TOAs) LCFF Objects 1000 and 3000
Goal 2: All intervention teachers will be trained in new adopted reading intervention program.	Priority 4-pupil Achievement	Provide reading intervention training for intervention teachers	LEA- WIDE		Reading Intervention teacher $ 2400(estimated 5% percent of salary) LCFF Objects 1000 and 3000	Reading Intervention teacher $ 2400(estimated 5% percent of salary) LCFF Objects 1000 and 3000	Reading Intervention teacher $ 2400(estimated 5% percent of salary) LCFF Objects 1000 and 3000
Goal 3 Goal 3: By the end of 2016-2017, 100% 5th grade students will meet literacy targets (proficiency). The percentage of each applicable subgroup reaching 5th grade literacy targets will increase by 20 percent. (Baseline goal determined by CST proficiency)	Priority Area 4: Pupil Achievement	Provide reading intervention for students not reading at grade level	LEA-WIDE		3 day training for 3 teachers $1,200 (5% of training) Reading Intervention Program (assessment and intervention) $8,000 LCFF Object 1000, 3000, 4000 Title 1	3 day training for 3 teachers $1,200 (5% of training) Reading Intervention Program (assessment and intervention) $8,000 LCFF Object 1000, 3000, 4000 Title 1	3 day training for 3 teachers $1,200 (5% of training) Reading Intervention Program (assessment and intervention) $8,000 LCFF Object 1000, 3000, 4000 Title 1
Goal 4 Goal 4: By 2016-17, 68% of re-classified English Language	Priority Area 4: Pupil Achievement	Provide intense reading intervention for EL and reclassified students to gain	LEA-WIDE		$2400 Reading Intervention (5%of Salary) LCFF Object Code	$2400 Reading Intervention (5%of Salary) LCFF Object Code	$2400 Reading Intervention (5%of Salary) LCFF Object Code 1000, 3000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Learners will meet ELA proficiency on the SBAC.		proficiency in reading			1000, 3000	1000, 3000	
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	Priority Area 6 : School Climate	Ensure access to counseling through support of clinical counselor. Implementation of parent programs to address social-economic stress factors	LEA- WIDE		$5200 FTE Clinical Counselor Special Education	$5200 FTE Clinical Counselor Special Education	$5200 FTE Clinical Counselor Special Education
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	Priority Area 7: School Climate Priority Area 3: Parent Involvement	Create an environment that promotes connectedness and encourages family participation	LEA-WIDE		Healthy Kids Survey $250 LCFF Object Code 5000 Parent trainings 5,000 LCFF Object Codes 1000, 3000	Healthy Kids Survey $250 LCFF Object Code 5000 Parent trainings 5,000 LCFF Codes 1000, 3000	Healthy Kids Survey $250 LCFF Object Code 5000 Parent trainings 5,000 LCFF Codes 1000, 3000
Goal 7 Beginning in 2014-15, all teachers will have Common Core	Priority Area 2- Implementation of state standards	Develop teacher knowledge in the Common Core State Standards through	LEA-WIDE		3 Day training for 5 Oro Grande teachers $1,500	3 Day training for 5 Oro Grande teachers $1,500 LCFF Object Code 4000	3 Day training for 5 Oro Grande teachers $1,500 LCFF Object Code 4000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
training- specifically, in the Project Based Model (Buck Institute)		implementing Project Based Learning (Buck Institute of Education)			LCFF Object Code 4000		
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	Priority Area 45 - Pupil engagement	Increase student access to technology to prepare students for new Smarter Balanced Assessment	LEA-WIDE		Increase students computers by 5% $3,600 Common Core	Increase students computers by 5% $3,600 LCFF Object Code 4000	Increase students computers by 5% $3,600 LCFF Object Code 4000
Goal 9: Provide class offerings to include music, art and technology.	Priority Area 7- Course Access	Offer fine arts (music and art) in addition to core content	LEA-WIDE		Fine arts curriculum $2500 LCFF Object Code 4000	Fine arts curriculum $2500 LCFF Object Code 4000	Fine arts curriculum $2500 LCFF Object Code 4000
Goal 10: . Beginning in 2014-15 the Director of Curriculum will provide LCAP oversight and ensure goals and objectives are monitored.	Priority Area 1- Basic Services	Actively monitor progress in achieving the LCAP goals with the dedication of a percentage of the Director Of Curriculum and Instruction	LEA-WIDE		5% of Director Of Curriculum and Instruction $6997 LCFF Object Code 1000 and 3000	5% of Director Of Curriculum and Instruction $6997 LCFF Object Code 1000 and 3000	5% of Director Of Curriculum and Instruction $6997 LCFF Object Code 1000 and 3000

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

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal2: All intervention teachers will be trained in new adopted reading intervention program. (material will be relevant for English Language Learners and students that are reading a year or more below grade level) 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,	Priority Areas: 4- Pupil Achievement 6-School Climate	For low income pupils: Currently, the low income population resides at 88.89% (of a total population of 118 students) Therefore, the district will include the total population of students in academic/social programs that benefit this population. Reading intervention (for English Language Learners, Social Emotional Counseling specifically targeted for Low-Socio Economic students and Parent/Family Training for parents of English Language Learners	LEA-WIDE		Professional Development (reading Intervention) $1200 LCFF Object Codes 1000,3000,4000 Parent Trainings : $5000- Title 1, LCFF Object Codes 1000,3000 Social and Emotional Counseling/Support $5200 Special Education	Professional Development (reading Intervention) $1200 LCFF Object Codes 1000,3000,4000 Parent Trainings : $5000- Title 1, LCFF Object Codes 1000,3000 Social and Emotional Counseling/Support $5200 Special Education	Professional Development (reading Intervention) $1200 LCFF Object Codes 1000,3000,4000 Parent Trainings : $5000- Title 1, LCFF Object Codes 1000, 30000 Social and Emotional Counseling/Support $5200 Special Education

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
and the percentage of contacts with families of identified student subgroups will increase by 5% annually 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							
Goal 2: All intervention teachers will be trained in new adopted reading intervention program. (material will be relevant for English Language Learners and students that are reading a year or more below grade level) Goal 4: By 2016-	Priority Areas: 4- Pupil Achievement	For English learners: English language learners will benefit from receiving reading intervention pull out program – determined on specific English Language needs	LEA-WIDE		ELD/Reading Intervention materials and Reading Intervention (FTE) LCFF Object Codes 1000, 3000 $2400 %5 FTE Reading intervention $8000 Reading Intervention curriculum LCFF Object Code 4000 Title 1	ELD/Reading Intervention materials and Reading Intervention (FTE) LCFF Object Codes 1000, 3000 $2400 %5 FTE Reading intervention $8000 Reading Intervention curriculum LCFF Object Code 4000	ELD/Reading Intervention materials and Reading Intervention (FTE) LCFF Object Codes 1000, 3000 $2400 %5 FTE Reading intervention $8000 Reading Intervention curriculum LCFF Object Code 4000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
17, 68% of re-classified English Language Learners will meet ELA proficiency on the SBAC						Title 1	Title 1
N/A	**N/A**	For foster youth: Currently there are no foster youth that attend Oro Grande Elementary School	LEA-WIDE		**N/A**	**N/A**	**N/A**

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

The district is expected to receive approximately $298,496 in Supplement and Concentration Grant Funding in the 2014-15 school year.

In 2014-15, the district plans to continue services provided to low income and the EL population. Oro Grande School District educates 88.89% population rate of socio-economically disadvantaged 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 (new FTE for EL intervention program, and technology).These expenditures are described in Section III of the LCAP. 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.

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

Oro Grande Elementary District is committed to meet the needs of our unduplicated populations. The minimum proportionality rate for Oro Grande School district is 40%.

The district has increased ELD instruction and curriculum for grades Kindergarten through the sixth grades. A half time teacher has been included to meet the needs of this population. This is a 100% increase (new FTE for the 2014-15 school year- 5% of salary- Oro Grande Elementary)
Our priorities to both low income families and EL students include addition to technology (5% increase of devices for the next three years) ,
There has also been an addition of a new Social Emotional Counselor to meet the social needs of both our students and families. This is a 100% increase (new FTE for the 2014-15 school year- 5% of salary- Oro Grande Elementary)
An addition of teachers on assignment (2) will work with staff in the areas of reading intervention and EL support. This is a 100% increase (2 new FTEs for the 2014-15 school year- 5% of salary Oro Grande Elementary)

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