

Executive Summary OGCS LCAP 2014-15

Goal 1: Increase percent of students who are on-track to graduate college and career ready

Action Items and Measurement of Progress:

- Establish math and ELA proficiency baselines as measured by the CAASPP.
- Increase percentage of students graduating from high school with UC (A-G) transcript. Beginning with the Class of 2018, 15% will be working toward completing either the UC/CSU course pattern or a CTE pathway.
- Increase the number of teachers credentialed to teach CTE courses by 2% over previous year.
- Increase training programs, classes, webinars, and/or sessions for ESs and Parent Educators to minimum of 3 per year.
- Increase the attendance / participation rates for Parent Educator online Trainings to a minimum of 10% of parent population and 100% ES participation
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Expenses:

- *CCSS Supplemental Material:* Provide supplemental CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation (such as Study Island).
 - *Supplemental Instructional Materials:* \$20,000
- *Affordable A-G / CTE online Course Offerings:* Provide online courses at a reduced rate to IF accounts to broaden students' access to affordable quality courses
 - *Supplement Instructor Fees for Online courses:* \$50,000
- *Professional Development:* Provide professional learning development to ESs to increase access to A-G courses, career technical education courses, work-based learning experiences, and Next Generation Science Standards in order to expand the opportunities for students.
 - *Professional Development (VPSS, In-House Training on Eluminate, CTE credentialing...):* \$9,000
- *Parent Training:* Provide on-going parent training on methodology, state standards, high-school guidance, career and college readiness, and intervention support services.
 - *Parent Training:* \$2,000

Address additional action items and funds to spend on high-need students above and beyond school-wide programs to support achievement of Goal #1:

Low Income (LI) Students:

- (1) Ensure all LI students have equal access to common core curriculum and/or bridging materials to support concept and skills development in literacy and math and to support achievement in Common Core State Standards and to prepare students for achievement on the Smarter Balanced Assessment.
- (2) LI students will be provided equal access to quality online or in-person (when available) course offerings designed for career and college readiness.
- (3) All ESs and parents of Low-Income students will be provided equal access to professional training on curriculum, technology, methodology, understanding assessment outcomes for monitoring student progress and mastery in standards in order to effectively make instructional adjustments, and intensive program (interventions) implementation for effective instructional delivery.

Additional Support Curriculum: (\$10,000)

English Language Learners:

- (1) Ensure all EL students have equal access to common core curriculum and/or bridging materials and tools to access the curriculum effectively to support concept and skills development in literacy and math and to support achievement in Common Core State Standards and to prepare students for achievement on the Smarter Balanced Assessment.
 - (2) EL students will be provided equal access to quality online or in-person (when available) course offerings designed for the development of the English Language and to support Career and College Readiness.
 - (3) All ESs and parents of EL students will be provided equal access to professional training on curriculum, technology, methodology, understanding assessment outcomes for monitoring student progress and mastery in standards in order to
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o Parent Training: \$2,000

Address additional action items and funds to spend on high-need students above and beyond school-wide programs to support achievement of Goal #1: Low Income (LI) Students:

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(2) LI students will be provided equal access to quality online or in-person (when available) course offerings designed for career and college readiness.

(3) All ESs and parents of Low-Income students will be provided equal access to professional training on

curriculum, technology, methodology, understanding assessment outcomes for monitoring student progress and mastery in standards in order to effectively make instructional adjustments, and intensive program (interventions) implementation for effective instructional delivery.

Additional Support Curriculum: (\$10,000)

English Language Learners:

(1) Ensure all EL students have equal access to common core curriculum and/or bridging materials and tools to access the curriculum effectively to support concept and skills development in literacy and math and to support achievement in Common Core State Standards and to prepare students for achievement on the Smarter Balanced Assessment.

(2) EL students will be provided equal access to quality online or in-person (when available) course offerings designed for the development of the English Language and to support Career and College Readiness.

(3) All ESs and parents of EL students will be provided equal access to professional training on curriculum, technology, methodology, understanding assessment outcomes for monitoring student progress and mastery in standards in order to

effectively make instructional adjustments, and intensive program (interventions) implementation for effective instructional delivery. In the event a parent is not fluent in the English Language, additional instructional supports will be made available for students (i.e.: small group instruction with a Highly Qualified Teacher, tutoring, Additional Education Specialist Services, on-line classes in English Language Development).

Additional Support Curriculum: (\$10,000)

Tutoring / Instruction Fees: (\$15,000)

Also See Goal #3

Foster Youth: Enrollment is not currently numerically significant to designate a subgroup (less than 15).

Goal 2: Close the achievement gap in the low performing students in English and Math

Action Items and Measurement of Progress:

- Increase the percentage of proficient LI students by 2% over previous year
- Increased access to technology:
 - a) All students (especially LI) are provided access to a computer, printer, iPad, math educational software programs, FREE math learning website links, online math programs, Internet access, and all related equipment for use of technology, if requested
 - b) Professional development training is provided to teachers and students to use various online enrichment software
 - c) Parents, staff, and students participate in online training
- Decrease percentage of students needing intensive supports by 2% from previous year in Math and Reading
- Hire and train an Intensive Program Monitor to assist Teachers (ESs) and Parents monitor student progress and program usage in intensive programs
- Increase 10th Grade CaHSEE Pass Rate in ELA and Math by 2% over previous year

Expenses:

- *Additional Technology & Online Programs for Intensive Support (such as Academy of Reading and Math, Lexia, iReady...): \$20,000*
- *Comprehensive Support Tools:* Implement a comprehensive assessment system comprised of screening, diagnostic, and progress monitoring tools as part of on-going Response to Instruction Program to monitor all students. *Comprehensive Support Tools: such as AIMSWeb: \$7,000, Developmental Reading and Math Placement Evaluations: \$0, Other Embedded Diagnostic Assessments: \$0 (included in price of program)*
- *Intensive Support Curriculum & Instruction:* Provide Intensive Support Supplemental Curriculum to students needing intensive supports *Intensive Support Curriculum & Instruction: \$30,000*
- *Intensive Program Monitor: \$10,000*
- *CaHSEE Intensive Program:* Provide on-going support for students at risk of not passing CaHSEE through use of diagnostic performance testing (DPT), CaHSEE Intensive Support Curriculum, Tutoring services and/or small group instructional courses. *CaHSEE Intensive Program: Materials: \$5,000; Services: \$20,000*

Address additional action items and funds to spend on high-need students above and beyond school-wide programs to support achievement of Goal #1:

Low Income (LI) Students:

- (1) Ensure all LI students have equal access to technology. All students will be provided a computer (laptop, tablet or Chromebook) if one is not available in their home. Access to internet will be provided (where available).
- (2) Ensure all LI students have access to comprehensive assessment systems for screening and monitoring student's academic progress throughout the year.
- (3) Ensure all ESs and parents of LI students are supported in and trained in understanding how to use assessment data (quantitative and qualitative) to make necessary instructional adjustments at home based on individual student needs. This includes the use of a third-party "monitor" to assist parents and Education Specialists in monitoring student progress and placement in intensive programs.
- (4) Ensure all LI students have equal access to intensive intervention curriculum and supports to access the curriculum effectively to support lacking foundational skills in reading and math and to support achievement in Common Core State Standards.

Laptops, Tablets, Chromebooks for LI Students: (\$14,000)

effectively make instructional adjustments, and intensive program (interventions) implementation for

effective instructional delivery. In the event a parent is not fluent in the English Language, additional instructional supports will be made available for students (i.e.: small group instruction with a Highly Qualified Teacher, tutoring, Additional Education Specialist Services, on-line classes in English Language Development).

Additional Support Curriculum: (\$10,000) Tutoring / Instruction Fees: (\$15,000) Also See Goal #3

Foster Youth: Enrollment is not currently numerically significant to designate a subgroup (less than 15).

Goal 2: Close the achievement gap in the low performing students in English and Math Action Items and Measurement of Progress:

- Increase the percentage of proficient LI students by 2% over previous year

- Increased access to technology:

o a) All students (especially LI) are provided access to a computer, printer, iPad, math educational software

programs, FREE math learning website links, online math programs, Internet access, and all related equipment for use of technology, if requested o b) Professional development training is provided to teachers and students to use various online

enrichment software o c) Parents, staff, and students participate in online training

- Decrease percentage of students needing intensive supports by 2% from previous year in Math and Reading

- Hire and train an Intensive Program Monitor to assist Teachers (ESs) and Parents monitor student progress and program usage in intensive programs

- Increase 10

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Grade CaHSEE Pass Rate in ELA and Math by 2% over previous year

Expenses:

- *Additional Technology & Online Programs for Intensive Support (such as Academy of Reading and Math, Lexia, iReady...): \$20,000*

- *Comprehensive Support Tools: Implement a comprehensive assessment system comprised of screening, diagnostic, and progress monitoring tools as part of on-going Response to Instruction Program to monitor all students. Comprehensive Support Tools: such as AIMSWeb: \$7,000, Developmental Reading and Math Placement Evaluations: \$0, Other Embedded Diagnostic Assessments: \$0 (included in price of program)*

- *Intensive Support Curriculum & Instruction: Provide Intensive Support Supplemental Curriculum to students needing intensive supports Intensive Support Curriculum & Instruction: \$30,000*

- *Intensive Program Monitor: \$10,000*

- *CaHSEE Intensive Program: Provide on-going support for students at risk of not passing CaHSEE through use of diagnostic performance testing (DPT), CaHSEE Intensive Support Curriculum, Tutoring services and/or small group instructional courses. CaHSEE Intensive Program: Materials: \$5,000; Services: \$20,000*

Address additional action items and funds to spend on high-need students above and beyond

school-wide programs to support achievement of Goal #1: Low Income (LI) Students:

(1) Ensure all LI students have equal access to technology. All students will be provided a computer (laptop, tablet or Chromebook) if one is not available in their home. Access to internet will be provided (where available).

(2) Ensure all LI students have access to comprehensive assessment systems for screening and monitoring student's academic progress throughout the year.

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(4) Ensure all LI students have equal access to intensive intervention curriculum and supports to access the curriculum effectively to support lacking foundational skills in reading and math and to support achievement in Common Core State Standards.

Laptops, Tablets, Chromebooks for LI Students: (\$14,000)

English Language Learners:

(1) Ensure all EL students have equal access to technology. All students will be provided a computer (laptop, tablet or Chromebook) if one is not available in their home. Access to internet will be provided where available.

(2) Ensure all EL students have access to comprehensive assessment systems for screening and monitoring student's academic progress throughout the year.

(3) Ensure all ESs and parents of EL students are supported in and trained in understanding how to use assessment data (quantitative and qualitative) to make necessary instructional adjustments at home based on individual student needs. This includes the use of a third-party "monitor" to assist parents and Education Specialists in monitoring student progress and placement in intensive programs.

(4) Ensure all EL students have equal access to intensive intervention curriculum and supports to access the curriculum effectively to support lacking foundational skills in English Language Development and math and to support achievement in Common Core State Standards.

Laptops, Tablets, Chromebooks for EL Students: (\$10,000)

Also See Goal #3

Foster Youth: Enrollment is not currently numerically significant to designate a subgroup (less than 15).

Goal 3: Increase the percentage of EL students who achieve proficiency in English Language Arts and Math

Action Items and Measurement of Progress:

- Increase ELs making progress on the CELDT (AMAO 1) by 1% over prior year.
- *EL Program:* EL students are provided designated EL Curriculum supports, including when appropriate: Program Type 5 Curriculum; Education City (k-3) or ESL Reading Smart (4-12).
- Increase the percentage of EL students passing CAHSEE on first attempt by 2%
- Establish math and ELA proficiency baselines as measured by the CAASPP.
- *Accessing Core Curriculum:* All students are provided quality core curriculum aligned to state standards and chosen to meet the student's learning style and academic needs. All EL students will be able to access to the Common Core curriculum via technology that allows for online PDF text-to-speech readers, e-highlighters, embedded videos, translators, picture dictionaries, talking dictionaries, vocabulary list builders; tutoring services; online classes with instructors trained and implementing SDAIE strategies; conversation logs and small group instruction.

Expenses:

- *EL Program: Curriculum:* \$10,000; *Technology:* \$10,000; *Tutoring Services:* \$20,000
- *EL Support for CaHSEE:* See Goal #2
- *Accessing Core Curriculum Supports:* \$2,500

Summary of Expenses

Funds increase for 2014-15 based on the number and calculation of unduplicated low-income, English Learner, and Foster Youth pupils: **\$274,337.00**.

Our current percentage of enrollment of unduplicated low-income, English Learner, and Foster Youth pupils is 27.32%. The increase in proportionality for English Language Learners, Low Income Students and Foster Youth is 2.26%.

(1) Ensure all EL students have equal access to technology. All students will be provided a computer (laptop, tablet or Chromebook) if one is not available in their home. Access to internet will be provided where available.

(2) Ensure all EL students have access to comprehensive assessment systems for screening and monitoring student's academic progress throughout the year.

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(4) Ensure all EL students have equal access to intensive intervention curriculum and supports to access the curriculum effectively to support lacking foundational skills in English Language Development and math and to support achievement in Common Core State Standards.

Laptops, Tablets, Chromebooks for EL Students: (\$10,000) Also See Goal #3

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Goal 3: Increase the percentage of EL students who achieve proficiency in English Language Arts and Math Action Items and Measurement of Progress:

- Increase ELs making progress on the CELDT (AMAO 1) by 1% over prior year.
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Expenses:

- *EL Program: Curriculum: \$10,000; Technology: \$10,000; Tutoring Services: \$20,000*
- *EL Support for CaHSEE: See Goal #2*
- *Accessing Core Curriculum Supports: \$2,500*

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