



OAK GROVE SCHOOL DISTRICT

FIVE-YEAR PLAN
2015-2020



Our mission...to ensure that every child's potential is achieved.

Approved by the Board of Trustees: October 8, 2015

**OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES**

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OAK GROVE SCHOOL DISTRICT

FIVE-YEAR PLAN

2015-2020

INTRODUCTION

The Board of Trustees annually identifies issues, challenges, and priorities for the Oak Grove School District. These focus areas are expected to require considerable District resources. The priorities emanate from a variety of sources which include the following:

- *student performance results*
- *recent State and Federal legislation*
- *communication audits, staff Listening Committees, and soliciting input from stakeholders within the District*
- *the District Vision Advisory Committee (consisting of employee and parent representation)*
- *the Hispanic Advisory Board for Learning and Assessment (HABLA) (consisting of parent representation from each school)*
- *the African American Koffee Klatch (consisting of parent representation from each school)*
- *the Board study session annually in May, with community in attendance*
- *the District Advisory Committee (consisting of parent representation from each school)*
- *the Key Communicators (consisting of both parent and broader community leaders)*
- *the Leadership Team*
- *the collective bargaining process*
- *the Student Advisory Council*
- *the Bond Oversight Committee*

The identified priorities are categorized as follows:

- *Short-term priorities for issues expected to be addressed within the 2015-2016 school year*
- *Intermediate priorities for issues expected to be addressed over the next one to three years (2015-2018)*
- *Long-term priorities for issues anticipated over the next five years (2015-2020)*

The format of this report follows the order of the identified timelines and the priority areas identified. The Board of Trustees reviews priority areas on an annual basis and adopts the plan in a regular meeting of the Board of Trustees each year. Action plans are developed to address identified priorities.

Because the District focus and overall priority is *Student Success*, the basis for the Five-Year Plan is the improvement in student performance. *Measurable Student Success* is the critical priority upon which schools are held accountable. Consequently, all other priority areas must be examined in light of how student success will be enhanced. Student performance results are considered in developing the annually revised Five-Year Plan.

Superseding all priorities and activities, however, is the overarching concern for the **safety** of all students and personnel. Student success can be the focus only if safety issues are continually examined and addressed.

The revised Five-Year Plan reflects the adopted priority areas for 2015-2020. In identifying the Five-Year Priorities, it is acknowledged that there is always “*the unknown*” (e.g. State or Federal legislation, unexpected emergencies). Priorities will be reviewed annually to take into account unforeseen issues that may become immediate priorities. The Superintendent’s Cabinet will review activities designed to meet priority objectives on a regular basis throughout the year and modify as appropriate. The Superintendent will present an annual report to the Board of Trustees on the progress of priority objectives.

The Five-Year Plan document can be accessed through the Oak Grove School District website:

www.ogsd.net

FORMAT

The format for the Five-Year Plan is as follows:

1. Division Responsible
2. Priority (This is the overarching focus area to be addressed.)
2. Descriptive Statement briefly outlining what the priority entails
3. Corollary priorities (These are more specific subcategories related to the main priority issue.)
4. Objectives stating the desired outcome at the end of the period described
5. Activities intended to meet priority objectives
6. Vision intersect on how the priority and ensuing objectives and activities relate to the District Vision

Throughout the document you will see terms reflecting the status of the activities as follows:

- *Pending*: A plan of action is currently being developed.
- *In Process*: A plan of action is currently being implemented.
- *Ongoing*: A plan of action is now institutionalized and being implemented on an annual basis.

SHORT-TERM PRIORITIES (through 2015-2016)

1. EDUCATIONAL SERVICES DIVISION

A. ACCOUNTABILITY

Descriptive Statement: The State accountability system is in a state of transition. The Smarter Balanced Test was administered for the first time in 2014-15. We will receive grades 3-8 individual student results aligned to the ELA and Mathematics Common Core State Standards for the first time. CDE has requested to waive the No Child Left Behind requirement of 100% of the students at standard, and to accept the participation rate of 95% as an indicator of district and school success.

Students in grades 5 and 8 did take the California Standard Test (CST) or California Modified Assessment (CMA) Science Tests. Individual student results are shared only with parents or guardians and their child's teacher(s). The Next Generation Science test will not be available until 2018-19.

Oak Grove will monitor the future of the federal and state accountability system through the transition to Smarter Balanced and Common Core State Standards, and identify rigorous goals for academic performance for all students. The accountability section of this Plan correlates to the goals identified in the District's LCAP under priority area 4- Student Achievement. Oak Grove teachers will use local assessments to monitor student progress.

Ongoing Objectives: As the District implements the Common Core State Standards (CCSS), our goal for student success is that 100% of our students attain proficiency in all subject areas and that all of our students meet grade level standards and expectations. We will continue to focus on and monitor our Hispanic/Latino and English Learner students and continue our focus on African American students. We will provide our teachers with the necessary high-quality professional development, structured collaborative opportunities in Professional Learning Communities, and avenues to provide feedback as we continue on our journey to ensuring that our students are college and career ready. With the reauthorization of NCLB and National Accountability, we will set appropriate benchmark assessment measures for student performance based on the new accountability system. Teachers will use a District benchmark in English Language Arts (ELA) & math and formative assessments to plan their future instruction and provide appropriate interventions for students that require additional instructional support or time on task.

- Each school will meet each Federal and State subgroup target expectations (annual report by individual school) when they become available.
- All District schools will meet AMAO English acquisition and proficiency targets for English learners.
- Qualifying schools will submit a proposal for recognition according to State the application cycle.

Activities:

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- As part of the Local Control Funding Formula, the District will continue to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The development of the LCAP requires the identification of goals and the measurement of student progress for student subgroups across multiple performance indicators.

- The main focus of the District's professional development is to support the implementation and delivery of the CCSS in ELA and math. We will also focus on providing professional development in Sobrato Early Academic Language (SEAL), Project Based Learning (PBL) and Engage New York (NY), College Preparatory Math (CPM), and English Learner instructional strategies.
- Use benchmarks and formative assessments to measure progress in achievement with Common Core Standards and Smarter Balanced (State test).
- Research additional resources for implementation of CCSS.
- Participate in the East Side Alliance (ESA) with East Side Union High School District and its seven feeder elementary districts. The ESA intends to create a more seamless pathway for students to graduate from high school prepared for college and careers, and to collaborate as a system in leveraging their combined strength in bringing more resources to the education community. The goals of the ESA are:
 - to increase the number of students academically prepared for college
 - to create and implement a CCSS implementation plan
 - to continue articulation between districts and grade levels that fosters a culture of sharing best practices and results
 - to encourage community participation in the improvement of student performance
 - to measure progress toward narrowing the achievement gap
- During the 2015-16 school year, each school will implement the site Instructional Focus document.
- Continue implementing the use of the Cycle of Inquiry process.
- Continue to monitor all supplementary funds, such as Title I, Title II, and Title III to ensure that expenditures are supporting student success.
- Provide adequate professional development and resources to support teachers and classified staff in their roles to close the achievement gap.
- Continue to focus on minimizing activities (e.g. state paperwork requirements) that are not directly related to principals and teachers to allow for the maximum focus on CCSS instruction, analysis of data, and the creation of relevant action plans that address students' academic needs.
- With special education, continue to articulate how special education students are supported by both regular education and special education to help them achieve standards.
- Continue to link teacher evaluation standards to student learning.
- Increased time for staffs to collaborate on CCSS implementation.
- Continue to partner with funding sources for program support in mathematics for 7th & 8th grade students during the regular school year and for potential summer programs.

The following activities are *pending*, meaning that *a plan is being developed* for the 2015-2016 school year.

- Develop an alternative governance plan for schools under Program Improvement status to address legal requirements to substantially change the instructional program of the schools
- Work with Partners in School Innovation to support a strong systemic strategy to accelerate student achievement at the program improvement schools
- Research and pilot materials for the Next Generation Science Standards (NGSS)
- Plan Professional Development to support NGSS
- Work on integration of iReady data with Infinite Campus and School City

- Vision Intersect:**
- ✓ Visible Standards of Excellence
 - ✓ Student Success
 - ✓ Quality Instruction

B. EQUITY/CLOSING THE ACHIEVEMENT GAP “CTAG”

Descriptive Statement: The gap in achievement which impacts students of color, English learners, and the socio-economically disadvantaged has been the focus of discussion and research for nearly 40 years. While the gap narrowed, it has not been eliminated.

During the transition to Common Core State Standards, Smarter Balanced Testing, and future change in federal and state accountability, Oak Grove staff is committed to the continued implementation of best practices that engage all of our students toward social and academic success. Activities under this section correlate to goals identified in the District’s LCAP under Priority Area 4 -Student Achievement and Priority Area 7 - Access to a Broad Curriculum.

Activities:

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis.

- Continue to link equity/inclusion focus to instruction.
- Continue to disaggregate data according to ethnicity and significant sub-groups to monitor progress.
- Review CTAG Priorities in the LCAP by CTAG Steering Committee and revise accordingly to input received.
- Continue to contract with expert consultants while building internal capacity to lessen the need for consultants.
- Sustain parent involvement through African American and Latino parent informational/advisory meetings.
- Identify students by name and provide targeted intervention through School Plan Reports; focus on developing genuine relationships with students.
- Continue to focus on student intervention through the identification of African American and Hispanic students and develop relevant interventions for acceleration of academic achievement.
- Continue to support site administrative leadership in the implementation of the CTAG LCAP
- Use the teacher/student survey from ICLE to identify opportunities for inclusion work
- Create or maintain partnerships/visibility with key groups representing targeted underrepresented minorities, e.g., Santa Clara County Alliance of Black Educators (SCCABE), National Hispanic University, 100 Black Men organization, Organization of Black Women, California Association of Latino School Administrators (CALSA), etc.
- Continue to participate in recognition programs for children, e.g., SCCABE, Hispanic Student Awards, Dream Keeper Student Awards, Frank Greene Scholars, ALAS.
- Continue to implement the annual District Dream Keeper and Hispanic Student Awards events.
- Assure parents that expectations for student performance for all students will remain high and that implementation of the CTAG LCAP will not reduce expectations and standards.
- Continue to address personnel practices/procedures to ensure equity and fairness in personnel selection, while working toward the goal of recruiting and hiring minority candidates.
- Leaders in Equity Development (ALLIED) utilize their leadership in developing and implementing our equity agenda.

The following activities are in *process*, a plan of action is being implemented for the 2015-2016 school year:

- Partners with Stanford University YouCube to provide professional development in math for teachers.

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- Hire math coaches to provide support with the implementation of Common Core math similar to the support instructional coaches provide in English Language Development.
- Continued participation in Silicon Valley Education Foundation's (SVEF) summer program, Elevate aimed at supporting 8th graders.
- Continued participation in Alearn's Math Acceleration Program (MAP) for rising 6th & 7th graders.
- Continued facilitation of the District Math Team (DMT) to support the implementation of CCSSM, staff development, and teacher leadership.
- Continued emphasis on connected daily mathematical practices along with content standards.
- Continued dialogue with East Side Union High School District to coordinate and collaborate on the seamless transition for CCSSM.

D. SCHOOL CHOICE

Descriptive Statement: Public opinion polls indicate that parents would like more choice options within the public school system. Inspiring Nurturing Discovering Integrating Guiding Opportunities (Indigo), was implemented at Frost Elementary School ten years ago. Additionally, an Independent Study Program including online course options and a Bilingual Waiver Program at Stipe, Christopher, and Edenvale Schools are also offered as choice options. In 2010-2011, the District created its first STEM Program (AdVENTURE). Christopher added a 7th and 8th grade STEM Program as an educational option. In 2015-2016 we will be opening a Two-Way Bilingual Immersion Program (TWBI) at Anderson School. It is a priority for our District to provide our parents with an educational experience that matches the needs of their child(ren). As such, the LCAP identifies goals to extend educational models highlighted under Priority Area 3 – Parent Engagement and Priority Area 7 – Access to Broad Curriculum.

The following are school choice options within the Oak Grove School District.

- **Two-Way Bilingual Immersion (TWBI)**
- **AdVENTURE**
- **Indigo**
- **Independent Study Program (ISP)**

Objective: Increase choice opportunities for Oak Grove School District parents. It is important for families to have the ability to match the individual needs of their children with an educational model which best supports their learning.

Activities: The following activities are *pending*, meaning that a plan of action is currently being developed.

- The District has explored and researched other educational models for school choice and is in the process of gathering feedback from all stakeholders to determine how to best serve the needs of our students in order to remain competitive in providing the best educational programs for our families. An International Baccalaureate Program and High Technology Academies along with other innovative school models, are currently areas that have garnered significant interest.
- Facilitate Parent Forums wherein choice programs are discussed and input is gathered.

The following activities are *in process*, meaning that a plan of action is currently being implemented for the 2015-2016 school year.

- Continue to support and market choice options within our District.
- Continue to support the Indigo Program as a K-8 model at Frost Elementary School focusing on parent participation, positive discipline and constructivist learning model.
- Continue to offer school choice opportunities for community with a STEM focus.
- Continue to support AdVENTURE STEM program at Herman; increase 5th grade enrollment by adding a second class.
- Provide art instruction in AdVENTURE Program to expand Science Technology Engineering Art Math (STEAM) Program.
- Implement online Independent Study Program.
- Implement Two-Way Bilingual Immersion Program.
- Continue to prioritize data from surveys and forums to share with stakeholders and begin planning optional choices.

The following items are *pending* meaning a plan of action is being developed.

- Explore other language Two-Way Bilingual Programs based on interest of community.
- Analyze the impact on traffic to the neighborhoods that draw students to these programs.

E. SPECIAL EDUCATION

Descriptive Statement: The District continues to provide a Free and Appropriate Public Education (FAPE) to all students eligible for special education in the Least Restrictive Environment (LRE). The student population is changing with an increase of students with Autism and other unique needs. Instructional methodologies, academic and behavioral interventions have been adapted to meet the changing needs of students across the continuum.

Objective: Examine options to continue to offer high quality programs while analyzing District practices in an effort to streamline and offer more effective and efficient services in the Least Restrictive Environment (LRE). Read 180, Math 180, and System 44 are interactive software programs which provide tiered interventions to instruction based on each student's needs. Immediate feedback is provided to teachers which allows for immediate adjustments to instruction.

Activities:

The following activities are *pending*, meaning a plan of action is being developed during the 2015-2016 school year:

- Utilizing Mental Health Funds provided by CDE, provide Tiered Mental Health Services for students and families in need utilizing supports from Primary and Early Intervention Project (PEI), School Linked Services (SLS), and District School Psychologists.
- Present results and plans regarding implementation of Tiered interventions to the special education staff and gather their input into next steps.

- Develop a plan to monthly analyze the MIS (Management Information System) for data accuracy.
- Support Special Education staff in COI process and Common Core implementation.
- Implement upgrade of Read 180/Systems 44 with Common Core State Standards.
- Implement an intensive Math Intervention (Math 180) program at all intermediate schools.
- Investigate and trial launch Math Intervention programs for SDC and RSP at the elementary level including a specific program for the severely handicapped population.
- Implement SEIS-Special Education Information System, a new centralized online management and storage of IEPs and student records.
- Train all SDC teachers in Functional Analysis Assessment.

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- Implement a pre-school and transitional kindergarten Autism specific class.
- Continue utilizing a Tiered approach for academic and behavioral interventions including staff development for and implementation of Read 180/Systems 44 and Therapeutic Crisis Intervention (TCI).
- Continue to follow the Special Education State Review and Program Improvement Plan to improve service, improve staff morale, assist in staff recruitment and retention, and reduce costs, while addressing Program Improvement Status.
- Continue to analyze financial impact of contract services and increase District capacity to provide occupational therapy and Applied Behavioral Analysis services.
- Focus on utilizing best practices and Response to Intervention (RtI) in the Student Success Team process collaboratively with general education staffs.
- Continue to monitor IEP timelines at the site and District level.
- Continue to monitor student progress and placement to ensure LRE.
- The Special Education Leadership Council (SELCO) will continue to meet regularly to review special education issues and follow-up actions.
- Continue to explore special education recruitment through a variety of recruitment fairs.
- Enhance communication efforts with parents of special education students, including those attending county and non-public school programs with SELPA CAC (Community Advisory Committee) and District sponsored Parent Information Night series.
- Continue to assess students in their primary language and tri-annual evaluations to ensure appropriate identification of students with exceptional needs.
- Continue the implementation of Read 180/Systems 44 in 4th through 8th grades in Special Education.
- Support Special Education staff in COI process at the site level.
- Provide Project Optional (online Autism training) to all SDC staff who need the Autism attachment to credentials.

- Vision Intersect:**
- ✓ Positive Interdependence (Core Value)
 - ✓ Communication
 - ✓ Maximum Use of Resources

F. BASE (Before & After School Enrichment) OAK GROVE PRE-SCHOOL

Descriptive Statement: Over the years, in response to parental input to the Five-Year Plan, child care options have been added on school sites. This has been achieved through the contracting of services with day care providers and the development of the Oak Grove School District Pre-School/Day Care programs. In an effort to continue to provide these services to the Oak Grove community and increase revenues, the District is providing child care and pre-school at three school sites, Frost, Taylor & Baldwin, and Day Care at Anderson. Having a pre-school option will also provide for a more articulated curriculum to the District's transitional kindergarten/kindergarten programs.

Objective: Provide a high quality and integrated pre-school and before/after school program for our Oak Grove community. Plan on the expansion of our pre-school/day care for the 2015-2016 school year and beyond, and increase publicity of services offered to parents and staff to maximize attendance and participation.

Activities:

The following activities are *pending* meaning that a plan of action is currently being developed.

- Continue exploring options to expand child care and pre-school programs and increase publicity to promote expansion of the programs.
- Complete the necessary paperwork with the state for additional site options or current program expansion.
- Consider utilizing the District's Child Nutrition Services program to provide for meals and snacks.
- Explore a five day and/or a full day pre-school option.
- Explore ways to accelerate the pre-school and BASE programs to meet the needs of the community.

The following activities are in *process*, meaning a plan of action is currently being implemented for the 2015-2016 school year.

- Implementing a five-day and/or full-day pre-school option.

The following activities are *ongoing*, meaning that they have been institutionalized and are regularly implemented on an annual basis.

- Continue to support child care/pre-school facilities at Baldwin, Frost and Taylor, while continuing to investigate the possibility of expanding Transitional Kindergarten at other sites.
- Continue with recruitment of students for pre-school and daycare.
- Continue to provide maximum opportunities possible for parental choice of school of attendance to allow for more parent flexibility in meeting child care needs.
- Continue to investigate and support participation in non-traditional child care options provided through other agencies such as the City of San Jose Parks and Recreation.
- Continue to explore options for child care at all elementary school sites.
- Explore any identified opportunities for providing pre-school programs.
- Investigate the availability of after school programs for the intermediate schools, in cooperation with the Schools-City Collaborative and others as appropriate.
- Continue to expand collaboration with regular education and special education pre-school program.
- Continue to update BASE/Pre-school webpage and forms.
- Continue to support 5 day Pre-K at Stipe and Christopher.
- Expand current pre-school enrollment at Taylor by adding a new pre-school class.

- Vision Intersect:**
- ✓ Maximum Use of Resources
 - ✓ Community Involvement
 - ✓ Positive Interdependence

G. ENGLISH LANGUAGE DEVELOPMENT

Descriptive Statement: The new State Local Control Funding Formula (LCFF) identifies language learners as a significant funding factor for school districts. The LCFF requires the development of goals specific towards the academic improvement of English language learners. The District's LCAP identifies specific supports for ELs that will support the academic acceleration of EL students. Approximately 30% of the students attending Oak Grove schools are English Learners (ELs). The English Language Development (ELD) Program aligns with research-based practices and resources that have been proven to directly impact the acceleration of this subgroup. The Common Core State Standards (CCSS) and the CA ELD Standards adopted in 2012 drive the instruction for ELs.

Students are placed in an English Learner (EL) program based on their scores on the California English Language Development Test (CELDT). This instrument is used for initial placement and annual assessment and is aligned with California ELD standards adopted in 2012.

In addition to the Common Core instruction with Integrated ELD that is scaffolded according to the students' CELDT level, the students receive daily Designated ELD according to their English proficiency level.

Objective: The goal is to standardize the system of implementation throughout OGSD with the goal of accelerating the language acquisition of English Learners. All English Learners will increase a minimum of one or more proficiency levels on CELDT (Listening, Speaking, Reading, and Writing) annually in order to be proficient in grade level CCSS as well as CELDT.

Activities:

The following activities are in process, meaning that a plan of action is currently being implemented for the 2015-2016 school year.

- Two more schools (Santa Teresa and Sakamoto) will begin implementation of the TK-3rd SEAL project. Year one (2015-16) includes TK through first grade and the following year (2016-17) second and third grades will be added.
- Eight schools (Anderson, Baldwin, Del Roble, Frost, Glider, Hayes, Ledesma, and Parkview) will continue implementation of the TK-3rd SEAL project. TK through first grade will receive year two of SEAL professional development and implementation, and second and third grades will begin year one of SEAL professional development and implementation.
- The four original SEAL Title I schools (Christopher, Edenvale, Miner and Stipe) will continue with the second year of SEAL professional development and implementation for second and third grades. The TK through first grades are in their third year of implementation having completed the two-year SEAL professional development and implementation. SEAL enacts the most current researched based instructional approaches for English Learners as well as extensive professional development and coaching.

SEAL Implementation Matrix 2015-2016

	Year 1		Year 2	
	Gr. TK-1	Gr. 2-3	Gr. TK-1	Gr. 2-3
Anderson	X	X	X	
Baldwin	X	X	X	
Christopher	X	X	X	X
Del Roble	X	X	X	
Edenvale	X	X	X	X
Frost	X	X	X	
Glider	X	X	X	
Hayes	X	X	X	
Ledesma	X	X	X	
Miner	X	X	X	X
Oak Ridge				
Parkview	X	X	X	
Sakamoto	X			
Santa Teresa	X			
Stipe	X	X	X	X
Taylor				

“X” indicates SEAL level of implementation

- In 2015-16 the Two-Way Bilingual Immersion (TWBI) program will begin with two kindergarten classes. The kinder teachers will begin Year one of SEAL professional development and implementation. The English Learner Teaching Partners (ELTPs) will provide in the classroom coaching and ongoing professional development in ELD and EL research-based strategies, co-teach, and plan with teachers to support the implementation of CCSS and CA ELD Standards.
- Teachers and specialists receive professional development and implement the Collaborative Model by Lou Denti at the three intermediate schools.
- Provide Rosetta Stone to the CELDT 1 and 2 English Learners to supplement their ELD.
- Provide professional development on research-based strategies for ELs in order to provide quality instruction in CCSS and CA ELD Standards.
- Monitor implementation of ELD, CCSS and CA ELD Standards, and EL strategies to scaffold CCSS instruction during weekly walkthroughs with principals and ESD thought partners.
- Teachers, leadership team, and parent groups will receive professional development on the implementation of the revised EL Master Plan. Staff will implement the revised EL Master Plan that includes 1) EL identification, assessment, placement and parent notification; 2) Instructional programs; 3) Parental Exception Waivers; 4) Monitoring student progress and reclassification; 5) Evaluation and accountability; 6) Professional development and staffing; 7) Parent and community engagement; 8) Funding.
- Implement the action plan as outlined in Goal 2 of the LEA Plan (the Title III Year 4 Plan) 2015-16.

- Strengthen the parent involvement and participation at the site English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC).

The following activities are *pending*, meaning that a plan of action is being developed for the 2015-2016 school year.

- Explore effective and successful after school intervention programs for ELA and Math.
- Explore the Pathway to Biliteracy for the Two-Way Bilingual Immersion (TWBI) Program and the three bilingual programs.

The following activities are *ongoing*, meaning that they have been completed or institutionalized and are regularly implemented; on an annual basis.

- Provide and monitor Designated ELD instruction for daily delivery of at least 30 minutes to all English Learners in grades K-8.
- Continue daily use of Structured Language Practice and oral language routines during Integrated and Designated ELD which will provide active engagement.
- Encourage parents of ELs and members of the community, who speak English as a second language, to attend free adult ESL classes and learn how to help the children with reading, math and to complete school work. This is a Community Based English Tutoring (CBET) program.
- Continue to provide interventions for EL in Literacy (especially Listening, Speaking, Reading, and Writing) and Math academies.
- Continue to monitor and analyze the three Annual Measurement Achievement Objectives (AMAOs) and plan next steps according to the data.
- Continue to use CELDT data and achievement data to monitor EL progress, particularly ELs who are at the Intermediate level on CELDT for consecutive years.
- Continue to monitor ELs and Long-Term English Learners (LTELs) and provide professional development regarding EL and LTEL research and EL/LTEL research-based practices.
- EL Administrator continues to confer 2 to 3 times per year with District bilingual teachers.
- Continue Read 180 and Systems 44 implementation in all three Intermediate Schools and the four Title I schools.
- Implement English 3D in ELD classes for Long-Term English Learners in the intermediate schools.
- Continue math support and intervention for Grades 6-8 EL students; i.e. Elevate, formerly known as Stepping Up to Algebra (SUTA) during the summer; MAP by ALEARN; Migrant Math Summer Program.
- Continue reclassification and follow-up monitoring process for Reclassified Fluent English Proficient (RFEP) students.
- Continue equity professional development focusing on English Learners.
- Continue the annual celebration of English Proficiency honoring the EL students who are reclassified to Redesignated Fluent English Proficient (RFEP) status during the 2015-16 school year.
- Continue the annual celebration of the bilingual program at Christopher, Edenvale, and Stipe.
- Continue ongoing professional development for K-6 ELTPs.

Activities:

The following activities are *pending*, meaning that a plan of action is being developed during the 2015-2016 school year:

- Develop a plan to assure that classified employees have training opportunities in technology use and implementation.

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- Communicate early with staff regarding state funding and other budget updates as well as other budget considerations and any impact it may have on the District's fiscal outlook.
- Continue to ensure that each staff member identify and monitor his or her role in supporting Five-Year student performance objectives.
- Continue interest-based negotiations process, valuing the interests of our employee associations.
- While keeping the District solvent, maintain competitive salaries, working conditions, and District programs such as the music program, the All-Day Kindergarten Program, the grades 4-6 Visual and Performing Arts Program, and the 7/8 Counseling and After-School Sports Programs at a fiscally sound level.
- Extend and explore opportunities to provide visual and performing arts to students at all levels.
- Continue to implement a web-based substitute calling system for classified and certificated staff District wide.
- Follow up with recommendations stemming from Oak Grove Educators Association (OGEA), California School Employees Association (CSEA) and American Federation of State, County and Municipal Employees (AFSCME) leadership meetings.
- Continue to schedule meetings with Executive Team for District classified staff in same manner that Executive Team meets with schools.
- Continue to schedule Executive Team to meet with Presidents of CSEA, AFSCME, and Oak Grove Educators Association (OGEA) on a monthly basis.
- Continue to provide classified staff mentors.
- Continue to provide recognition of classified staff with explicit detail of how classified work is associated with student success (through Exemplary Staff Vision award).
- Include certificated and classified staff on personnel selection committees as appropriate.
- Continue to work with certificated and classified staff on the impact of budgetary reductions including reorganization models.
- Continue to implement NCLB requirements (e.g. credentials) and Instructional Assistant qualifications.
- Continue to provide NCLB para-professional accreditation.
- Continue to meet at least once a year with the employee "Listening Committee" to address employee concerns.
- Align the District's goal setting with District's professional development. Disaggregate professional development to meet the needs of administrators and teachers' professional standards.
- Monitor appropriate employee dress guidelines that align with student dress expectations. (Now a Board Policy).
- Continue to meet monthly with school secretaries (TEAM Meetings) for input, training and support.

Vision Intersect: ✓ Integrity (Core Value)

- ✓ Communication
- ✓ Maximum Use of Resources
- ✓ Positive Interdependence (Core Value)
- ✓ Innovative Spirit
- ✓ Exemplary Staff

B. TEACHER/ADMINISTRATIVE RECRUITMENT, DEVELOPMENT

Descriptive Statement: Improvement in the State fiscal situation coupled with our District’s movement to reduce class size has brought a year of re-vitalized hiring. We continue to actively recruit teachers, TK through 8th grade with an emphasis on the recruitment of intermediate school math, science, and social studies positions. SB 1209 Formative Assessment for California Teachers (FACT) and Beginning Teacher Support and Assessment (BTSA) training for new teachers’ requirement has been established and implementation has been a joint effort of the Human Resources and Educational Services Divisions for first and second year teachers.

Objective: Recruit and assign the best possible staff with a specific focus on hiring candidates that more closely reflect our student population.

Activities

The following activities are *pending*, meaning that a plan of action is being developed during the 2015-2016 school year:

- Continue to develop and offer job-specific classified professional development activities.
- Re-establish a recruitment plan for the District focused on hiring highly qualified individuals that are representative of the demographics our school district serves.

Teacher Activities:

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- Continue successful collaboration with City/County pertaining to teacher recruitment fairs.
- Continue to assess the need to host a District Annual Job Faire as part of our Recruitment Plan.
- Continue with university partnerships relative to student teaching programs, e.g. San Jose State University Teacher Education (TE) Collaborative, , and Santa Clara University.
- Continue focus on the recruitment of African American and Hispanic teachers and administrators to reflect student demographics.
- Continue site-based support for new and experienced teachers to enhance site collaboration and team building.
- Continue to implement Teacher Induction Plan aligned with SB 1209 and FACT.
- Communicate Oak Grove School District’s programs and accomplishments.
- Be proactive in identifying positions to be replaced and begin recruiting process, including identifying potential successful administrators from other districts and potential internal candidates.

- Collaborate with the Teacher Education (TE) Collaborative Program to recruit potential teacher leaders and administrators, especially those of color, enhance support and training of new administrators, and apply for funding to support trainee program.
- Expand recruitment efforts by fully implementing the ED-JOIN Recruitment and Information Management System, an on-line application/applicant tracking process.
- Continue to provide a District Administrative Trainee Program (Aspiring Leaders) to coach District staff to transition into future administrative positions.

Competent, creative, dedicated and inspirational teaching makes an impact on the educational outcomes for students. LCAP Priority Area 1 – Conditions for Learning, Basic Services.

Classified Employees:

- Continue to emphasize recruitment and hiring of classified employees that reflect the student demographics.
- Implement plan to train classified staff, including substitutes, special education, and noon-duty personnel, on the needs of racially diverse students of color, and how to positively interact during supervision.
- Continue providing mandated training (e.g. sexual harassment, blood borne pathogens, etc.)

All Employees:

- Continue to explore the child care options for employees within our newly-developed preschool/child care programs.
- Expansion of Taylor BASE Program by one additional class.

Administration:

- Integrate the new members of the Leadership Team with the overall organizational structure.

Vision Intersect: ✓ Exemplary Staff

C. DISTRICT WELLNESS PLAN

Descriptive Statement: The District recognizes the link between student health and learning. Through the adoption and implementation of a Wellness Policy, the District strives to make a significant contribution to the general well-being, mental and physical capacity, and learning ability of each student and afford them the opportunity to reach their individual potential.

Objective: The District shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutritional services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

Activities:

The following activities are *pending*, meaning that a plan is being developed for the 2015-2016 school year.

- Outreach to parents/guardians emphasizing the relationship between student health and academic performance.
- Encourage consistent health messages between home and school environment, communicate health information to parents/guardians through District and school newsletters, and other communications.

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- Continue implementing Wellness Policy adopted by the Board of Trustees on March 23, 2006.

3. BUSINESS SERVICES DIVISION

A. FISCAL ISSUES

Descriptive Statement: The 2015-16 budget for the Oak Grove School District was passed by our Board of Trustees in June 2015, as required by law. In the mid 2000's, California experienced the most dramatic economic downturn since the days of Proposition 13 in the late 1970's. The minimum funding level for K-12 education, is set forth in the State Constitution, is referred to as the Proposition 98 funding guarantee. In 2013-14, the State budget package replaced the previous K-12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs. The new base grant amount per average daily attendance (ADA) varies based on grade span. The new base amount is also augmented by two weighted factors applied against the LCFF base grant. The first augmentation is a supplemental grant that provides an additional 20% of the base grant based on the percentage of students that are English Language Learners, low income, and foster youth. The second augmentation is a concentration grant that will provide an additional 50% of the base grant for these eligible students who comprise more than 55% of enrollment. The funding target for LCFF is to restore school district funding back to the 2007-08 pre-recession level by fiscal year 2020-2021. The State also implemented an accountability system called the Local Control Accountability Plan (LCAP) that aligns local goals on improved student outcomes with annual spending plans.

Listed below are the District budget priorities, stemming from community and staff input, consistent with the District Core Values and the priority areas identified in the District's LCAP:

- Maintain the Extended Day Kindergarten Program.
- Maintain the grades 4-5 Visual and Performing Arts Program and 6th grade after school instrumental program at a fiscally sound level.
- Maintain 6th grade VPA at all elementary school sites.
- Maintain competitive salaries and benefit offerings for employees.
- Maintain an appropriate level of grades 7-8 Counseling and After School Sports Program.
- Continue to use parcel tax proceeds to support the sustainability of District programs and services.
- Implement Spanish Two-way Bilingual Immersion Program.
- Maintain schools and facilities to provide safe environments.
- Maintain and upgrade buses to provide safe transportation.

- Research the viability of adding seatbelts and restraints to the District bus fleet.
- Upgrade classroom furniture for 21st Century learning needs.

Objective: The District will be managed in a manner which maintains its quality program and competitive position, and staff and community will have a more complete understanding of District fiscal issues.

Activities:

The following activities are *pending*, meaning that a plan of action is being developed during the 2015-2016 school year:

- The District will re-evaluate all Property Use Agreements and leases to ensure the District maximizes opportunities for revenue within the guidelines allowed by law.
- The District will look to also maximize utilization of District Gymnasiums.
- In order to keep our fields properly maintained and safe for students and community use, explore establishing a fee based schedule for facility use consistent with guidelines established under the Civic Center Act.
- Review Child Nutrition Services (CNS) program structure and operations to ensure optimal delivery of services with a balanced budget that will not require contributions from the General Fund.
- Review custodial allocations to ensure adequate support for schools.

The following activities are *in process*, meaning that a plan of action is currently being implemented for the 2015-2016 school year.

- Revise administrative policies and procedures in the use of district issued credit cards.
- Implement Free & Reduced Lunch online system (RocketSCAN) to streamline application process and reduce processing time.

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- Invest funds from the sale of the Calero property and use interest to support key District programs and Technology needs.
- Communicate early and with frequency to staff and community, through newsletter articles and other appropriate communications and presentations, the realities of the current fiscal situation.
- Review fiscal allotments due to passage of Measure C, Parcel Tax.
- Continue to practice Maximum Use of Resources by funding programs through grants whenever possible.
- Continue to track closely the attendance patterns at all schools to ensure that declines are identified early and addressed through staffing or other changes. Identify improvements in attendance such that “best practices” can be identified and shared.
- Continue to focus on conservation to reduce energy costs, including “green” options.
- Continue to offer more healthy food choices to increase student participation levels at breakfast and lunch to.
- Continue implementing a “people-oriented” energy management program to further increase conservation in reducing energy costs.
- Continue taking advantage of all State flexibility options as it pertains to categorical programs.
- Continue to participate in the Silicon Valley Education Foundation to generate revenue for specific initiatives.

- Vision Intersect:**
- ✓ Maximum Use of Resources
 - ✓ Communication

B. TECHNOLOGY

Descriptive Statement: The District is committed to the implementation of the Technology Plan as it prepares students for the 21st century workforce. The phasing of Technology will be a priority for the District. There will be an emphasis on establishing minimum technology standards at all schools as well as a commitment to move the District towards meeting the new State assessment technology requirements from Smarter Balanced-Technology surfaced as the number one area of priority based on the stakeholder engagement process. As such, resources have been allocated to reflect our stakeholder's interest for students to have an educational experience reflective of the technology rich environment in which we live.

Objective: Continue implementing the District Technology Plan. Provide uniform and up-to-date computing across the District. Provide anytime, anywhere access to technology. Use technology to support accelerating student achievement through instructional efficiencies and greater contact time with all curricular areas. Develop a replacement plan or program as funding or grants become available.

Activities:

The following activities are *pending*, meaning that a plan of action is being developed during 2015-2016 school year:

- Pursue grants to support technology.
- Look into software programs to automatically shut down computers to provide additional energy savings
- Develop Acceptable Use Policy for staff.
- Complete virtualization and consolidation of District and school servers by December 2016.
- Create an inventory of all software use by department, and annually assess cost effectiveness.
- Recruit and hire Network Engineer to manage the network and ensure uninterrupted access for students and staff during critical times such as assessment period.
- Create school computer kiosks to allow walk-in parents to access District online forms and applications.

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Dedicate time during the instructional day to develop computer literacy skills at all levels to support the transition into the new State assessment system, Smarter Balanced.
- Develop College/Workforce Prepared Students.
- Accelerate student learning for all students, utilizing technology.
- Build instructional efficiencies in the classroom with the use of technology.
- Implement the adopted Technology Plan and determine status at all schools to ensure that it remains viable and aligned with District performance objectives.
- Evaluate results of the plan, review and modify if/as appropriate.
- Communicate plan to community (e.g., Key Communicators, Community Forum) to address expectations in a proactive manner.
- Continue to track current expenditures to maintain a balance between literacy and technology to focus on student performance.
- Continue to develop technology teachers' network and training.

- Implement and monitor effectiveness of school technology mentor program.
- Continue to maintain appropriate wireless access to all sites.
- Continue to have appropriate technology and support for the implementation of Smarter Balanced Assessments.
- Increase access to tech support. Model exemplary uses of technology within the classroom aligned to Common Core.
- Information Technology staff will continue to work closely with Educational Services Division staff to ensure accurate automated student data for reporting through the CALPADS System required data collections including CBEDS and Language Census data.
- Continue to actively pursue and implement preventive measures to battle computer viruses and spam.
- Comply with Children’s Internet Protection Act “CIPA”, i.e. implement Internet filters as called for in CIPA.
- Continue implementing unified storage of user content.
- Continue researching and developing current Technology Implementation Plan and how technology supports and accelerates academic achievement.
- Monitor bandwidth needs between the school sites, District, and county.

- Vision Intersect:** ✓ Maximum Use of Resources
- ✓ Quality Instruction
- ✓ Student Success

C. SCHOOL BOUNDARIES/TRANSPORTATION

Descriptive Statement: The re-alignment of school boundaries will be a focus in the next three to five years, if not sooner. Decisions on the size of schools and the manner in which transportation is provided will be a focus. Recent home development in the i-Star and Hitachi Campus will create a significant enrollment challenge for the schools associated with those boundaries. While projected enrollment generated from these developments will materialize over a span of five to ten years, we will begin to initiate discussions now allowing for transparency should there be any changes with our school boundaries.

Objective: Review current school boundaries and future enrollment projections to determine boundary realignment needs.

Activities:

- Monitor enrollment projections on a constant basis
- Identify any students generated from any new housing development
- Create boundary scenarios and present to the Board and community for input
- Finalize any boundary realignments needed within the next few years

D. MODERNIZATION IMPLEMENTATION

Descriptive Statement: In 2014, voters approved Measure P authorizing the issuance of general obligation bonds in an amount not to exceed \$89,800,000. The District has issued two series of Measure P bonds in a combined aggregate amount of \$63,600,000, of which \$6,025,000 is set aside for classroom technology. In addition to unissued Measure P bonds of \$26,200,000, the 2008 Measure S authorization has remaining unissued bonds of \$75,000,648. Although property values within the District are starting to recover, the depressed assessed values created by the downturn in the recent economic crisis created a limitation on the District's ability to issue the remaining bonds. The 2015 Facilities Master Plan identifies significant facility needs, and it is critical for the District to be able to issue all the bonds authorized under Measure P and Measure S. It is also very beneficial for the District to be able to access state modernization funds to supplement the District's bond program.

Objective: Implement the objectives of the Modernization Plan consistent with the new tax rate statement filed with the County Registrar of Voters Office for Measure S and the Measure P.

Activities:

The following activities are *pending*, meaning that a plan of action is being developed for the 2015-2016 school year.

- Consider modernization that addresses the life of existing portables and investigate the possibility of permanent structures on sites needing growth.
- Investigate potential State construction funding.
- Continue to monitor assessed values in Oak Grove to determine opportunities for the sale of bonds to continue much needed facility improvements.
- Complete energy expenditure plan and apply for remaining Proposition 39 energy efficiency funds.
- Investigate options to refund existing Capital Appreciation Bonds (CAB) in order to provide long term savings for taxpayers.
- Recruit and hire staff as needed to manage facility modernization and construction process.

Vision Intersect: ✓ Maximum Use of Resources

E. ENVIRONMENTAL CONSCIOUSNESS

Descriptive Statement: Students and staff must take the initiative to support efforts to reduce energy and waste and develop facilities that support the effort to be a "greener" District. The District continues to be committed to maximizing efficiencies in the operations of our facilities by exploring cost savings measures.

Objective: To reduce waste and have school sites and departments make maximum efforts to produce greener facilities and control waste resulting in fiscal savings and environmentally sound practices.

Activities:

The following activities are *pending*, meaning a plan of action is being developed during the 2015-2016 school year:

- Explore additional energy conservation strategies that would reduce energy consumption to the goal of an energy performance rating of 25 KBtu/sq. ft. for elementary schools and 45 KBtu/sq. ft. for intermediate schools.
- Explore building energy efficiency validations and compare with state and national averages.
- Develop a spending plan and apply for remaining California Proposition 39 Clean Energy and Efficiency Funding.
- Complete qualifying projects funded by Proposition 39 funds on a yearly basis.
- Reduce landscape watering to three times per week, while maintaining fields that are safe for students and staff.

The following activities are *ongoing* meaning that they have been *completed or institutionalized* and are implemented on an annual basis:

- Continue to develop site and department plans for reduction of e-waste, paper waste, and implement a recycling program at all sites and in all departments.
- Continue to explore student attendance areas to address reduction in transportation.
- Continue to implement paperless communication for school, staff, and Board of Trustees and minimize use of paper as a communication tool as technology permits.
- Explore site and District Office capabilities to utilize electronic communication with various stakeholders.
- In year three, establish minimum goal of a 25% cost avoidance per site in energy usage.

ONGOING PRIORITIES

1. RESPONSIBILITY OF ALL DIVISIONS AND SITES

A. SAFETY

Descriptive Statement: The safety of children and personnel is the paramount priority of the Oak Grove School District. As such, activities related to addressing safety issues are listed first and before other identified areas.

Objective: To provide a safe learning environment for students and personnel and to better ensure the safety and security of students and staff, the District will develop and annually update and increase the readiness level, test systems, plans and procedures which are designed to ensure that the District (and its schools) are prepared to address, in a timely and effective manner, emergency situations and natural disasters, as well as recognizing the important connection between student performance and a safe, harassment-free, secure learning environment. The goal is to continue the development of a standardized system throughout the Oak Grove School District, while addressing specific needs of individual school sites based on facilities.

B. SAFE SCHOOL PLAN

Descriptive Statement: A significant priority area identified by stakeholder groups as part of the feedback process for the development of the Local Control Accountability Plan (LCAP) was to ensure students and staff are in a safe environment conducive for learning (LCAP Priority Area 1).

Each school site will develop, maintain, and annually update a comprehensive Safe School Plan for the school site. The Safe School Plans will be integrated closely with the Emergency Preparedness Plans, and will include specific provisions for addressing related social and psychological impacts of emergency or crisis situations, as outlined in the enabling legislation (SB 187 Comprehensive School Safety Plan).

Objective: The District will continue to monitor the annual update of the Safe School Plans, a process in which students, staff, and the School Site Council are involved, and provide necessary training.

Responsibility: Principals, Educational Services, Maintenance and Operations Department.

Activities:

The following activities are *pending*, meaning that a plan is being developed for the 2015-2016 school year.

- Train substitutes on various safety procedures and provide needed information sources.
- Address security concerns such as vandalism, graffiti, and burglary.
- Complete safety and security assessment of school grounds.
- Begin training on new lockdown protocol (run, hide, defend).
- Provide appropriate training for staff.

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Safe School Plans will be implemented at all school sites.
- Safe School Plans will be reviewed in the fall by the School Site Council.
- Training will be provided to students, staff and community as appropriate in support of the programs outlined in the Plan.
- Anti-bullying, harassment, and cyberbullying are key components of Safe School Plans to include sexual, gender orientation or perceived gender orientation, racial harassment and cyberbullying. Site training will be provided for students and staff.
- Update the plan of action as needed to address communicable diseases in alignment with County procedures. Communicate procedures with parents.
- In cooperation with City of San Jose staff, continue to monitor traffic and pedestrian patterns at all schools. Communicate with community steps being taken to ensure pedestrian safety.
- Communicate Safe School (and Emergency Plan) to all staff and each school community.
- Continue efforts to curtail gang involvement in community through such efforts including participation on the Mayor’s Gang Prevention Task Force (MGPTF).
- Continue curriculum training for new staff in anti-bullying/harassment curriculum, especially yard duty personnel (Positive Behavioral Interventions and Supports (PBIS)).
- Continue to review current process for addressing graffiti in schools to include alignment between prevention approaches, in coordination with City police, and follow up removal practices with Maintenance and Operation staff. Additionally, focus on “clean campus” initiatives to involve students assuming some responsibility for the campus appearance.
- Continue Safe School Specialist positions at the intermediate level with support from the City of San Jose.
- Continue implementation of PBIS for all schools.
- Continue to inform community of Safe Routes to Schools Grant with City of San Jose, if obtained.
- Continue implementing Therapeutic Crisis Intervention (TCI).

C. EMERGENCY PREPAREDNESS PLAN

Descriptive Statement: The District shall take every reasonable precaution regarding preparedness for the safety of students, staff and visitors in the event of an emergency or natural disaster. Toward that end, comprehensive and consistent emergency preparedness plans have been developed and will be maintained for all schools and work sites in the District. (LCAP Priority Area 1)

Objective: Development and implementation of Emergency Preparedness Plans for each school and District site. **Responsibility:** Principals, Department Managers, Maintenance and Operations Department.

Activities:

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis.

- All schools continue to conduct annual school Lock Down training before December.
- All schools and District Office will have an Emergency Preparedness Plan. Site-base programs will follow school site plans.
- Software-based Emergency Plan templates will be updated at all sites.
- Emergency Preparedness Plans will be reviewed at least annually.

- Emergency Preparedness Plan components will be integrated with the Safe School Plans (SB 187) as appropriate.
- Continue to train site and District Incident Management Teams and school and department staffs, with additional District support, as appropriate.
- Continue to provide CPR training for Leadership.
- Continue to establish minimum standards for site emergency equipment and supplies and continue to implement, review and update annually or as necessary.
- Focus on coordinating emergency planning at one school site during State test date activities with the City of San Jose and Santa Clara County Office of Emergency Services, and work together as appropriate in the areas of planning, training, drills and other emergency preparedness activities.
- Continue to test the emergency preparedness plans through site and/or District drills or simulations including Lock Down intruder practices focusing on District Office.
- Continue to conduct regular safety simulations, including Lock Down, to test effectiveness of response, including District Office.
- Continue to conduct annual District wide emergency simulation in conjunction with State drill.
- Continue to offer first aid and CPR training for all employees, with a special emphasis on P.E. staff, noon duty personnel, special education staff and administrative staff.
- Continue to focus on utilizing standardized emergency cards for backpacks as visible identification.
- Expand use of “web-based emergency data system” to allow instant access by site administrators
- Communicate to parents procedures followed during emergencies regarding how students are to be picked up from school. Include procedures to be followed should a child not be picked up from school at the end of the office day.
- Continue training on Lock-Down Procedures for classified staff.
- Communicate and verify emergency contact information.
- Communicate to parents the current District articulation with County Health regarding large-scale societal concerns, such as H1N1, etc.
- Continue web-based communication system to alert parents quickly and reliably with emergency communication, provide attendance notification, and community outreach (i.e. Blackboard Connect).
- Include emergency contact information on District web site.
- Continue to focus on partnerships to support District safety programs.
- Continue to provide District Office training and process to disseminate information to emergency responders.

D. CONTINUE IMPLEMENTATION OF COMMUNICATION PLAN

Descriptive Statement: The Communication Plan was developed as a guide to enhance two-way communication among all stakeholders throughout the Oak Grove Community.

Objective: Systematically review and implement Communication Plan.

Activities: The following activities are *in process*, meaning that a plan of action is currently being implemented for the 2015-2016 school year:

- Consider school web site connection to District web site and explore common elements of school web sites.
- Continually update new District webpage.

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

The activities in the Communication Plan are specific in nature. For 2015-2016, the following will be continued and provided through electronic means when possible:

- District internal newsletter, The Acorn.
- Maintain publication of The Report Card. (minimum two times per year)
- Continue to use District leaders, referred to as Key Communicators, to communicate and receive feedback on key issues.
- Communicate with community new Trustee Area Voting revision process now that the Federal census has been completed.
- Continue to create a quarterly Superintendent Newsletter.
- Surveys:
 - Parent/Community Survey
 - District Office
 - Site
 - Staff
 - Beginning Teacher Support and Assessment (BTSA)
 - Student
- Continue to present to parents the University of California and California State University high school course requirements (known as the A-G requirements). Communicate to parents the targeted 8th grade exit criteria (e.g. algebra).
- Increase use and update the District web site and email to communicate important events and information.
- Continue to utilize the District web site (www.ogsd.net) to disseminate timely information relative to critical current events (major events or emergencies).
- Continue to provide training for key staff and District leaders to further develop their communication skills.
- Continue to disseminate Key Message statements to community when needed.
- Provide professional development for the Leadership Team.
- Increase efforts to communicate with public-at-large through the Neighborhood Associations, Senior Centers, Youth Sports Leagues, and tenants of our leased sites.
- Share with preschools in areas highlighting positive achievements of District.
- Continue to communicate to parents aspects of assessment system; e.g. API, AYP, etc.
- Provide regular press releases to local media and other external communication sources
- Continue to utilize the Blackboard Connect communication system to communicate with parents on a large-scale basis.

Vision Intersect: ✓ Communication

E. BOARD OF TRUSTEES COHESION

Descriptive Statement: As State and Federal mandates form the backbone of California Education, it is important that as a cohesive governance team, the Board of Trustees keep abreast of educational trends and policy issues.

Objective: Provide the tools necessary for the Board of Trustees to stay abreast of the ever-changing mandates within the educational system, while operating as a cohesive team within a set of governance standards adopted by the Board and defined within existing Board Policy.

Activities:

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on a differentiated basis:

- Update the Board on current legislation affecting the District's pertinent District priorities; Common Core, State Accountability System, educational changes in education legislation, etc.
- Continue to schedule Board Study Sessions as deemed necessary.
- Provide Board access to the resources provided to legislative bodies by California School Boards Association.
- Continue to hold an annual Retreat as a Governance Team with the Superintendent.

1. EDUCATIONAL SERVICES DIVISION

A. PROMOTION/RETENTION/SAFETY NETS

Descriptive Statement: Educational Services Department will continually monitor our Promotion/Retention policy to be in compliance with State legislation. Activities listed will continue to be implemented. The primary issues continue to be the decision to retain or promote students performing far below standards and continuing the safety net programs beyond the regular school day given the loss of various safety net program funding. School sites will look internally for supporting programs for students not achieving standard.

Activities:

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Continue to emphasize that the most effective intervention is the actual classroom program, through implementation of best teaching practices. Shift existing paradigm, i.e., scheduling subjects on a daily basis, and emphasizing the importance of reading, writing, and mathematics for students performing below standards by increasing time on those subjects within the regular day.
- Continue to focus on special education, English Language Learners (ELL), math, and student performance issues.
- Continue to provide inter-sessions and summer Reading Academy for ELL when funding is available.
- Continue to implement Safety Net Program.
- Continue to communicate to staff, school/District performance levels (staff handbook, site presentations).
- Continue to communicate to community and develop partnerships or stand-alone support for safety net programs.
- Continue alignment of grading policy.
- Continue to refine promotion/retention policies, procedures, and communication.
- Continue to address staffing issues for extended time instruction.
- Continue alignment of curriculum and instruction with Common Core State Standards.
- Continue to provide parent education/involvement opportunities for students performing below standards.
- Continue to focus on increased positive attendance at all schools.
- Continue to develop powerful, accelerated curriculum & instructional strategies for in-class and extended time instruction.
- Continue to redirect staffing resources to schools most at need.

- Continue to focus resources targeted for extended time instruction as early in the school year as possible to allow a greater opportunity to successfully meet standards.
- Continue to evaluate the effectiveness of resources and programs considered as safety nets, and focus subsequent resources on the most effective interventions. Continue using Cycle of Inquiry process.

Vision Intersect:

✓ Student Success

B. GIFTED AND TALENTED EDUCATION (GATE)

Descriptive Statement: The District is committed to meeting the needs of high achieving and gifted students. The focus of our Gifted and Talented and high achievers support lies within differentiated instruction. The District takes a long-term view of high achievers and continues to support them. We will serve over 400 students per year in GATE.

Objective: Students will receive differentiated curriculum in the general education classroom at their level of achievement and interest, and parents will recognize this as the core of GATE services. The Gifted and Talented Education “GATE” services are effective and a District priority.

Activities:

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Continue with regular District GATE teacher representative meetings and parent meetings.
- Continue to provide professional development on Differentiated Instruction.
- Continue to provide regular communication to parents on school and District strategies and activities to support identified GATE students.
- Continue to provide differentiated instruction for high achieving students, in addition to identified GATE students.

Vision Intersect:

✓ Communication

✓ Student Success

C. ALTERNATIVE SCHOOLS

Descriptive Statement: Research has shown the value of the Small Schools concept, especially at the secondary level. The Indigo School (K-8), AdVENTURE (STEM) 5-8 and Christopher STEM (7-8) offer alternative options for families throughout the District. The District commits to continually exploring how we can provide effective research based educational models. Our LCAP identifies the goal of implementing a dual language model within the Oak Grove School District.

Objective: Nurture and grow the existing alternative programs in Oak Grove School District, and engage the community in discussions about new directions for alternative schools.

Activities:

The following activities are *pending*, meaning that a plan of action is being developed for the 2015-2016 school year.

- Continue to examine development of alternative school options through the analysis of results of survey and discussions with community.

The following activities are *in process*, meaning that a plan of action is currently being implemented for the 2015-2016 school year.

- Survey the community with a “School Choice Interest Survey.”
- Increase the enrollment of AdVENTURE STEM with an additional 5th grade class.

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Continue to support a grade 5-8 science and technology program (AdVENTURE Program).
- Continue to develop a grade 7-8 STEM program at Christopher School.
- Continue to support the grade K-8 Indigo School.

- Vision Intersect:**
- ✓ Communication
 - ✓ Community Involvement
 - ✓ Innovative Spirit

D. AFTER SCHOOL PROGRAMS – SB638

Descriptive Statement: The District provides a range of before and after school opportunities to support the variety of needs in our communities through several funding sources.

Objective: Students are provided with safe and structured before and after school programs.

Activities: ASES: After School Education and Safety Program funded by a grant provides educational and enrichment activities after school hours through the YMCA and the Boys and Girls Club. Currently, six of our sites offer the ASES Program.

After School Sports: In the three middle schools, after school sports are offered including track, basketball, soccer and other sports. Schools compete against other districts in the area and teams are recognized for their effort and ability.

BASE: Currently, the fee-based model Child Care Centers are offered at four of our sites for K-8 grade students.

2. BUSINESS SERVICES DIVISION

A. TRANSPORTATION

Descriptive Statement: Students arriving at school on time is important to student success. Recruiting and retaining drivers is a critical variable. Transportation continues to be needed for children with special needs, including those attending special education programs outside of the District. In addition, the focus on safety nets and summer extended school year programs to meet the needs of students below standards, as well as the impact of serving students when a class level is full at the student's home school, have added to transportation requirements. Recommendations from a transportation audit will be reviewed and implemented as appropriate. Funding from the State will be critical for us to maintain the current level of service with the possibility of the loss of funding.

Objective: Students will arrive to school on time and transportation will be provided for students attending special education programs outside of the District and will be available for identified safety net programs and other critical needs.

Activities:

The following activities are *pending*, meaning that a plan of action is being developed during 2015-2016 school year.

- Monitor State funding and impact on service to students/families.
- Revisit task force, per Budget Committee recommendation, to consider possibly charging for transportation.

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Evaluate options and implement transportation services, either through internal or contracted resources for students attending special education programs outside of the District.
- Hire staff and acquire appropriate equipment as necessary to operate established routes to provide required service.
- Develop and implement an ongoing recruitment and retention plan to better ensure a continuing supply of applicants for critical bus driver positions.
- Continue reviewing transportation routes and school boundaries for a more economical approach to transporting students.

Vision Intersect:

- ✓ Innovative Spirit
- ✓ Exemplary Staff
- ✓ Quality Instruction

INTERMEDIATE PRIORITIES

1. EDUCATIONAL SERVICES DIVISION

A. PARENTAL CHOICE/SMALL SCHOOLS:

Programs to meet the needs of parents and students will continue to be addressed and implemented when feasible. The small school program models such as Indigo, AdVENTURE, Two-Way Bilingual Immersion Program, Christopher STEM Program and Independent Study will be strengthened and options for parents will continue.

2. HUMAN RESOURCES DIVISION

A. RECOMMITMENT TO DISTRICT CORE VALUES

CORE VALUES & VISION ELEMENTS

Approximately 20 years ago, Oak Grove School District embarked on a journey to capture the essence of our District and our commitment to the learning of all our children. With the participation of teachers, administrators, Board Members, classified staff, community members and parent groups, our Core Values and Vision Elements were realized. Through the years they have symbolized our identity and have been recognized and honored when exemplified by our staff.

As we have now shifted into the 21st century, it is time for all current stakeholders to reexamine, reevaluate and/or recommit to Oak Grove's Core Values and Vision. Oak Grove will begin the exploration into our future and its possibilities.

Descriptive Statement: The District Vision metaphor was first created in 1996 and redesigned in 2002. Given the influx of new staff, a recommitment to the District Core Values may be in order.

Objective: Implement a process where all employees can continue to recommit to our Core Values.

Activities:

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Continue to focus on staff as to their commitment to the Core Values.
- District Vision Advisory Committee will continue to meet and make appropriate recommendations for change if needed.

3. BUSINESS SERVICES DIVISION

A. LOCAL/STATE/FEDERAL EMERGING INITIATIVES

Descriptive Statement: Political issues can emerge suddenly requiring District attention.

Objective: Actively support District interests in improving student performance by responding to emerging political issues.

Activities:

The following activities are *in process*, meaning that a plan of action is currently being implemented for the 2015-2016 school year:

- Continue support for a Statewide Master Plan for education in implementation of Common Core Standards.
- Implement new laws regarding choice and/or open enrollment and parent empowerment.
- Implementing Family Engagement Impact Project (FEIP) at Christopher, Edenvale, Miner, Stipe, Del Roble and Parkview in TK-3rd grade.
- Implement Raising a Reader (RAR) at Christopher, Del Roble and Parkview in grades K-3.

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Communicate with Key Communicators regarding major issues
- Use of the District newsletter, The Report Card, to keep community informed.
- Continue to inform the community about public use of funds to support student performance.
- Keep abreast of new political issues which may arise through association with California School Boards Association (CSBA), California Association of Large Suburban School Districts (CALSSD), and the Association of California School Administrators (ACSA).
- Continue personal communication with area legislators.

- Vision Intersect:**
- ✓ Student Success
 - ✓ Maximum Use of Resources
 - ✓ Community Involvement
 - ✓ Communication
 - ✓ Innovative Spirit

LONG-TERM PRIORITIES

In addition to Safety Issues, the following areas are expected to remain as priority areas over the next five years:

Board Trustee Areas: Federal laws mandate that areas be reviewed following Federal Census. Review the established Trustee areas to the Oak Grove community to ensure that legal mandates are met and realign if necessary.

The following activity is complete now that redistricting is completed.

- Communicate the new Trustee Areas to Key Communicators and the Oak Grove community via The Report Card, the Superintendent's Newsletter, and electronic means.

1. EDUCATIONAL SERVICES DIVISION

A. ACCOUNTABILITY

Activities will be driven by student data and mandated accountability on all schools, especially Title I schools. Title I schools will remain a priority. However, any changes or reauthorization in the federal No Child Left Behind Act may affect the activities in the long term. With the adoption of the Common Core State Standards, we will monitor closely any changes in accountability or new accountability targets, which will be implemented over the next two to five years as the components of the Common Core Standards are developed and implemented.

The Open Enrollment Act and the Parent Empowerment Act passed by state legislation and rewritten will be a focus over the next few years and District policies and administrative regulations being written will address the options parents will have.

New Kindergarten entrance age requirements are being fully implemented. Children must be five years of age by September 1 for the school year.

The District Five-Year Plan Objectives for Accountability will continue to be a focus and we will not lessen our target for student success but address the ever changing needs of our students and staff.

3. BUSINESS SERVICES DIVISION

A. FISCAL ISSUES

Proposition 98 currently establishes a minimum annual funding level for K-12 education. The challenge will continue to be an adequate and guaranteed funding level for our schools. The passage of a State budget and its commitment to adequate funding will be closely monitored, especially if the California Constitution's minimum guarantee is suspended or changed. With the ongoing concerns over the state's budget shortfalls, District finances will continue to be a challenge in our efforts to balance employee compensation with program offerings for our students. The 2010 renewal of the Parcel Tax has allowed services and school support to remain funded at the appropriate levels. The use of the funds from the sale of the Calero property must be carefully analyzed for the future of our District and the yearly, one-time

interest used to best meet the needs of the entire District. With the implementation of the Locally Controlled Funding Formula (LCFF) and the elimination of Base Revenue Limits, there are some uncertainties when projecting future cost of living adjustments (COLA) as part of the multi three-year projections. The District will continue to focus on maintaining a three percent (3%) reserve.

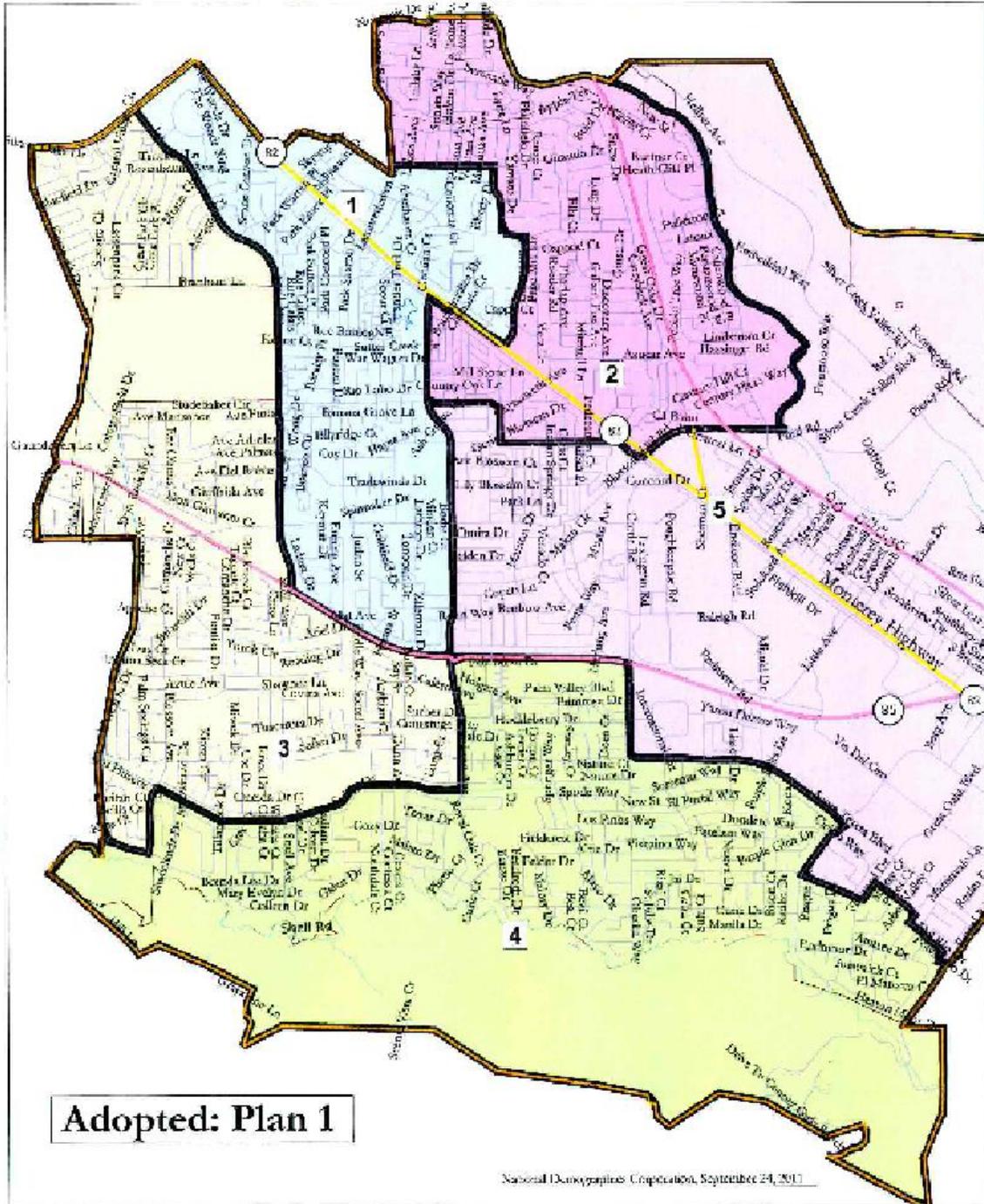
SUMMARY

The Five-Year Plan serves as an action plan to meet the anticipated challenges of the next five years. The priorities identified emerged as joint priorities for the Board of Trustees and Superintendent. A variety of staff, community and State sources were used to develop the District priorities. These priorities will be reviewed on an annual basis and may be modified accordingly as unforeseen new issues emerge. If the priorities are what the District focus will be, the activities outlined in the Five-Year Plan reflect how the priorities will be addressed. These activities will be reviewed and evaluated regularly by staff.

The priorities and activities are consistent with the District Vision and Core Values. The District Vision provides the construct for which priorities and objectives are to be developed. The Core Values are to be integrated within the process of how activities will be implemented.

At the core of the Five-Year Plan is Student Performance. All activities and distribution of resources must be consistent with that central focus. The Superintendent will provide an annual report to the Board of Trustees on progress toward meeting the objectives of the identified priorities.

AREA VOTING MAP FOR BOARD OF TRUSTEES



Oak Grove Elementary School District



CORE VALUES

STUDENT LEARNING

We value a safe, nurturing, child-centered environment in which student learning is the major focus.

POSITIVE INTERDEPENDENCE

We value a cooperative environment of mutual support, teamwork, shared responsibility, and success.

QUALITY PERFORMANCE

We value commitment to creativity, innovation, initiative, continuous growth, and a strong work ethic.

INTEGRITY

We value ethical and honest interactions.

RESPECT

We value and respect the individual differences and diversity of our students, employees, and community.

INCLUSIVITY

We value an inclusive environment in which all people feel appreciated and respected; and have access to the same opportunities regardless of race, age, culture, ability, ethnicity or nationality, gender identity and expression, sexual orientation, religious affiliation and socioeconomic status.