LCAP Year	∇	2017_18	2018_19	2019_20
LCAP Teal	$ \mathcal{N} $	2017-10	2010-19	2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Orange Center Elementary School District

Title

Contact Name and Terry M. Hirschfield Superintendent

Email and Phone

thirschfield@orangecenter.org

(559) 237-0437

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Orange Center School District serves approximately 320 students in preschool through 8th grade, preparing students for their future educational and life experiences through high quality and engaging instruction in the area of English Language Arts, Mathematics, Social Science, Science, Technology, Physical Education, and Art. Orange Center School District serves a diverse population, with approximately 5 languages spoken by students and their families including English, Spanish, Hmong, Nahuatl, Arabic. Ethnicity data for Orange Center School district indicates that the student population is made up of approximately: 72% Hispanic or Latino, 21% Asian, 2% African American, 4 % White and 1 % Two or more Races. Orange Center School District's student population consists of: 51% of the student population are English Learners, 96% of students that have been categorized as socioeconomically distavandaged. In addition to the general education program, Orange Center offers opportunities for students to explore: Coding, 3D Printing, Debate, Leadership, Sports, Music, and Secondary Language Acquisition (through a Dual Immersion Language Program) to students.

LCAP HIGHLIGHTS

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

As many of the LCAP actions from the previous year have resulted in increased student achievement, school climate, and parent engagement, actions identified in the previous years plan will be maintained and expanded. In order to continue progressing towards our goals, we will add services to best meet the needs of English Learners, Foster Youth and students who are not meeting grade level expectations, as measured by SBAC and School Climate Survey. The newly added actions will include: Teacher training in the area of CSET preparation/support, Kagan student engagement Training, Time to Teach Discipline and Classroom Management training, Common Core Instructional Materials Training In the areas of ELA and Mathematics. Increased course access such as: Dual Immersion Language Acquisition Program, STEAM Electives, increased opportunities for students to explore college and career readiness pathways. Increased access to technology through computer check out system for 6-8th grade students. Services to improve facilities and parent communication include the purchase and installation of a digital marquee and furniture that will foster collaborative learning environments. School safety and campus climate actions include the implementation of a digital sign in and out process which includes the feature of checking visitor backgrounds and alerts administration to any individuals who may put students at risk and who wish to enter campus. An additional day of school psychologist services has been added to the plan in order to extend services in the area of social skills groups and behavior

modification for students who need assistance with learning appropriate conduct. In the area of student achievement, the district will implement a comprehensive math, writing and reading intensive intervention program.

REVIEW OF PERFORMANCE

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

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, Orange Center has seen positive progress toward LCAP goals and the LEA is most proud these accomplishments:

The installation of a Certificated Parent Engagement team has resulted in a significant Increase in the number of parents of students from: Low Socio economic homes, English Learner homes, and students from all cultural backgrounds, who are participating in school sponsored educational events.

Hmong parent and student school to home connection and communication has directly affected attendance and academic support positively.

LVN increased parent communication and has assisted in preventive care for students, thus decreasing absences and assisting in early detection of illness. Health and wellness information pertaining to hygiene and puberty is being offered to all 5-6th grade students.

Orange Center School has discovered a significant growth increase of 15 points, when compared to the previous years SBAC data, in the area of mathematics (EL's increased significantly 15.7, soc dis increased significantly 16.2, students with disabilities maintained 2.6, Asian students increased significantly 25.1, increased 13.8 Hispanic students) as measured and reported by California School Dashboard.

GREATEST PROGRESS

Orange Center School has discovered a growth increase of 10.5 points, when compared to the previous years SBAC data, in the area of ELA (EL's 9.3, soc dis 10.9, students with disabilities 4.5, Asian students 24.2, 7.7 hispanic students) as measured and reported by California School Dashboard.

The Orange Center suspension rate increased for the 2015-2016 school year, our current data for the 2016-2017 indicates a significant decrease in suspensions in all subgroups of students.

Each trimester Orange Center Students, in 6th -8th grade, had the opportunity to select from elective courses such as: Choir, Guitar, 3D Printing, Coding, Lego Robotics, Debate/Speech, Photography and Leadership.

All 4th-5th grade students who attend Orange Center, have received instruction in beginning music which incorporated learning how to read music and playing the recorder.

All TK-3rd grade students who attend Orange Center, received instruction in the area of early music.

The LEA plans to maintain or build upon that success by continuing to offer the services provided in the 2016-17 LCAP and extending services by:

Creating and providing an intensive intervention program in ELA and Math.

Increase services to students who need support in the area of socio emotional development.

Extending technology access to students past the school day.

Providing training for all instructional aides.

Providing supplemental support materials to enhance Common Core lessons.

Providing extensive training to teachers in the area of guided reading, the writing process, and lesson development in the area of common Core Math.

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

Based on State indicators Orange Center has identified 3 categories where overall performance was in the "Red" or "Orange" categories: Suspension Rate (Red), English Language Arts status (Orange), and English Learner Progress (Orange). In order to address these areas of greatest need, the LEA will increase services and support to English Learner, Low Socio-Economic, SPED, and foster youth students as listed below:

The Orange Center School District Dashboard Report and CSIS Information indicates that the Suspension Rate at Orange Center in 2015-2016 was Very High (7.2 % in all subgroups) with a .5% increased number of suspensions. In order to address the high suspension rate, the district will continue to integrate and develop the Positive Behavior Intervention and Support Program for students who are at risk of suspension or expulsion. Current data (2016-2017) indicates that the suspension rate has decreased by more than half, thus encouraging us to maintain procedures and continuing to offer intensive behavior intervention opportunities and Student Study Team protocols. In order to maintain and extend services, Orange Center will increase the amount of School Psychologist days from 2 days a week to 3 days a week.

GREATEST NEEDS

The Orange Center School District Dashboard Report and SBAC Data Reports indicate that student performance in the Overall area of English Language Arts was Very Low (Orange) 70.3 points below level 3. Although student performance increased 10.5 points, as listed on the Dashboard, the district will address this area of need by implementing a supplemental reading and writing intervention program in the 2017-2018 school year in addition to supplying any student who is reading below a 5th grade reading level, supplemental individualized reading instruction through Lexia for at least 15 minutes daily.

The Orange Center Dashboard Report and CELDT data indicate that the English Learner Progress was Low (Orange) 60.4% and has declined 9% from the previous year's progress. In order to address the needs of the English Learners on the Orange Center Campus, the district will provide an increased amount of designated ELD support delivered by highly trained Instructional Aides, in addition to Kagan strategies training in the area of ELD for all teachers and training for instructional aides on how to best provide support to EL students. A Dual Immersion Language Acquisition program will be created and implemented in order to increase proficiency in English and Mathematics through a specialized program.

School data indicates that 31% of the 16 general education and SPED teachers on campus hold a Provisionary Credential (STIP, PIP, or Intern). In order to maintain highly qualified and fully credentialed teachers. Orange Center will include actions to support teachers in opportunities for CSET test preparation.

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

Although the District has not identified any subgroups who are performing 2 or more performance levels below "All Students", the District has identified a need to bridge the performance gap in the following subgroups:

Students with Disabilities in the area of Mathematics All Students 87.9 points below level 3 and SPED students 143 points below 3

Students with Disabilities in the area of ELA All Students 70.3 points below level 3 and SPED students 127.7 points below 3

PERFORMANCE GAPS

English Learners in the area of ELA All students 70.3 points below level 3 and EL students 78.8 points below 3

English Learners in the area of Mathematics All Students 87.9 points below level 3 and EL students 96 points below 3

Hispanics in the area of ELA All students 70.3 points below level 3 and Hispanics students 72.9 points below 3

Hispanics in the area of Mathematics All Students 87.9 points below level 3 and Hispanic students 91.5 points below 3

INCREASED OR IMPROVED SERVICES

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

In order to maintain and extend services:

Orange Center will increase the amount of School Psychologist days from 2 days a week to 3 days a week.

Orange Center will implement a supplemental reading and writing intervention program in the 2017-2018 school year in addition to supplying any student who is reading below a 5th-grade reading level, supplemental individualized reading instruction through Lexia for at least 15 minutes daily.

Orange Center will provide an increased amount of designated ELD support delivered by highly trained Instructional Aides, in addition to Kagan strategies training in the area of ELD for all teachers and training for instructional aides on how to best provide support to EL students. A Dual Immersion Language Acquisition program will be created and implemented in order to increase proficiency in English and Mathematics through a specialized program.

Orange Center will support teachers in opportunities for training in the following areas: CSET test preparation, Common Core Curriculum /Standards/Instruction, SPED IEP development and implementation, Classroom Management (Time to Teach) and student engagement structures (KAGAN).

Orange Center will develop a program to allow 6th-8th grade students to take home Chromebooks in order to extend learning past the school day.

Orange Center will improve campus safety procedures by adopting a digital visitor and student check-in system.

BUDGET SUMMARY

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

DESCRIPTION

Total General Fund Budget Expenditures for LCAP Year

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

AMOUNT

\$3,835,299.00

\$3,502,461.00

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

There are \$268,870.00 worth of expenses in the General Fund that are not included in the LCAP these funds consists of supplemental categorical revenues, Lottery, and other base costs such as administration.

\$3,063,491.00

Total Projected LCFF Revenues for LCAP Year

Annual Update LCAP Year Reviewed: 2016-17

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

Goal

Increase student achievement of all students and sub groups

State and/or Local Priorities Addressed by this goal:

STATE	1	\boxtimes	2	3	\boxtimes	4	5	6	7	8	
COE	9		10								
LOCAL											

ANNUAL MEASURABLE OUTCOMES

EXPECTED

For all students and all subgroups: The site and district will meet the growth target established by the state. Students' progress toward meeting or exceeding goals in English Language Arts and Mathematics on State Assessments will increase by 5%. Annual Measurable Achievement Objectives for English Learners set by the state will be met. Reclassification of English Language Learners will increase by 5%. SBAC Data indicates: 13% of students grades 3-8 in 2014-2015 testing period were meeting benchmark or above in ELA and 8% were meeting benchmark or above benchmark in Math.

ACTUAL

For all students and all subgroups: The site and district did not meet the growth target established by the state. Students' progress toward meeting or exceeding goals increased in English Language Arts (+10.5 points) and Mathematics (+15 points) on State Assessments. Based on the most recent data from 2014-15, Annual Measurable Achievement Objectives for English Learners set by the state (State target: 60.5%) were not met in AMAO 1 (District Proficiency: 54.8%) or half of AMAO 2 (District Proficiency: 23.7% State target: 50.9%), but they were met in half of AMAO 2 (District Proficiency: 31.5% State target: 24.2%). Reclassification of English Language Learners increased by 9%. SBAC Data indicates: 20% of students grades 3-8 in 2015-2016 testing period met benchmark or were above in ELA and 13% met benchmark or were above in Math.

ACTIONS / SERVICES

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

Action

Actions/Services

PI ANNED

To increase academic achievement, a highly qualified staff must be hired and retained.

ACTUAL

To increase academic achievement, a highly qualified staff has been hired and retained.

Expenditures

BUDGETED

Certificate Staff costs 1000-1999: Certificated Personnel Salaries Base \$1,344,269

ESTIMATED ACTUAL

1000-1999: Certificated Personnel Salaries LCFF \$874,237

3000-3999: Employee Benefits LCFF \$337,488

1000-1999: Certificated Personnel Salaries Special Education \$87,566

3000-3999: Employee Benefits Special Education \$42,531

Action

Actions/Services

PLANNED

B. To increase the number of English Learner students who are reclassified, the District will provide English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students. These services will be principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population.

ACTUAL

B. To increase the number of English Learner students who are reclassified, the District has provided English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District has also provided professional learning opportunities to staff members who work with EL students. These services have been principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population.

В

Expenditures

BUDGETED

English Language Coordinator/ Instructional Aides/Professional Learning 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$125,000

ESTIMATED ACTUAL

LCFF 1000-1999: Certificated Personnel Salaries LCFF \$68,130

3000-3999: Employee Benefits LCFF \$25,238

Instructional Aides 2000-2999: Classified Personnel Salaries Title I \$32,359
Instructional Aides - 3000-3999: Employee Benefits Title I \$7,093
Illuminate 5800: Professional/Consulting Services And Operating
Expenditures LCFF \$5,908

Action

Actions/Services

PLANNED

C. Professional Development will be provided to TK-8th grade teachers in the area of teaching students the foundations of reading through California Reading and Literature Project, University California, Fresno in addition to student engagement/cooperative learning strategies training (Kagan). These services will be principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district's goal for the unduplicated student population.

ACTUAL

C. Professional Development has been provided to TK-8th grade teachers in the area of teaching students the foundations of reading through California Reading and Literature Project, University California, Fresno in addition to student engagement/cooperative learning strategies training (Kagan). These services have been principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district's goal for the unduplicated student population.

Expenditures

BUDGETED LCFF Supplemental and Concentration \$25,000

ESTIMATED ACTUAL

LCFF 1000-1999: Certificated Personnel Salaries LCFF \$20,030 5000-5999: Services And Other Operating Expenditures LCFF \$19,380

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

There are 19 certificated and highly qualified staff as well as an English Learner Coordinator and 4 Instructional Aides to provide services. There are staff-development days every Monday throughout the school year for professional development. During the 2015-16 school year, all but one teacher were trained in Kagan Cooperative Learning Structure implementation in 3-5 day training, 100% of staff K-3rd trained in California Reading & Literature Project (CRLP) Reading Results, 100% of staff 3-8th trained in Words Their Way & Spelling Inventory, 100% of staff Preschool-8th trained in Visual and Performing Arts (VAPA) in core curriculum, 100% of staff K-4th trained in supplemental support in English Language Arts (ELA) through Fresno County Office of Education (FCOE) in three rounds of lessons, observations, and coaching.

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

To increase the number of English Learner students who are reclassified, the District has provided English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District has also provided professional learning opportunities to staff members who work with EL students. These services have been principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. Teacher input reports improved spelling and reading comprehension scores. As EL students progress in lessons delivered during small group intervention, instructional aides include other struggling students into small group intervention. Professional Development has been provided to TK-8th grade teachers in the area of teaching students the foundations of reading through California Reading and Literature Project, University California, Fresno in addition to student engagement/cooperative learning strategies training (Kagan). These services have been principally directed toward the unduplicated student population and are effective in meeting this district's goal for the unduplicated student population. Teachers report increased student engagement since integrating and implementing Kagan collaborative strategies. As reported by California School Dashboard, the performance level on all state indicators for English Learners score in ELA increased, as a whole, by 9.3 points.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Although the district services and other operating expenditures exceeded the LCFF dollars budgeted by \$25,691.00, the district supplemented the actions and goals budget with federal Title I dollars for appropriate supplemental support costs.

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

The number of EL's who have been in the country less than 5 years and their progression toward English fluency, and those who have been in the country more than 5 years progressing toward English fluency will be monitored to measure success of this goal.

Annual Update LCAP Year Reviewed: 2016-17

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

Goal

Students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential.

State and/or Local Priorities Addressed by this goal:

STATE COE 9 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

For all students and all sub groups: Decrease suspension rates by 1%. Maintain expulsion rates below .1%. Increase attendance rates by .5%. Decrease chronic absenteeism by 1%. Increase positive responses on parent/student school climate survey by 1%. Maintain middle school dropout rates below 1%. Maintain facilities in good repair as measured by the facilities inspection tool (FIT).

ACTUAL

Suspension Rates for 2014-15 All students- 6.4% Hispanics-5.5% English Learners -2.7% Low Income -6.6% Students with Disabilities -.3% Asian -.8%

Suspension Rates for 2015-16 All students- 6.5% Hispanics-5.3% English Learners -1.6% Low Income -6.5% Students with Disabilities -1.2% Asian -.9%

When comparing suspension data from 2014-2015 school year to 2015-2016 school year, Orange Center decreased overall suspension rates for all students by .1%.

Expulsion Rates for 2014-15 All students was .29% Hispanics 0% English Learners 0% Low Income 0% Students with Disabilities 0% Asian 0%

Expulsion Rates for 2015-16 All students was .29% Hispanics 0% English Learners 0% Low Income 0% Students with Disabilities 0% Asian 0%

When comparing expulsion data from 2014-2015 school year to 2015-2016 school year, Orange Center maintained overall expulsion rates of .29% for all students.

Attendance Rates for 2014-15
All students was 97.13%
Hispanics 99%
English Learners 95.9%
Low Income 95.2%
Students with Disabilities 100%
Asian 98.3%.

Attendance Rates for 2015-16
All students was 96.6%
Hispanics 98%
English Learners 96.9%
Low Income 96.6%
Students with Disabilities 100%
Asian 95.3%.

When comparing attendance data from 2014-2015 school year to 2015-2016 school year, Orange Center attendance rates for all students decreased .53%

Middle School Dropout Rates for 2014-15 All students was 0% Hispanics 0%; English Learners 0% Low Income 0%; Students with Disabilities 0% Asian 0%

Middle School Dropout Rates for 2015-16 All students was 0% Hispanics 0%; English Learners 0% Low Income 0%; Students with Disabilities 0% Asian 0%. When comparing drop out rates from 2014-2015 school year to 2015-2016 school year, Orange Center maintained overall middle school rates of 0% for all students.

Chronic Absenteeism for 2014-15 All students was 3.2% Hispanics 8.5%% English Learners 2.4% Low Income 6.7% Students with Disabilities 4.5% Asian 1%

Chronic Absenteeism for 2015-16 All students was 9.2% Hispanics 6.9%% English Learners 3.3% Low Income 9.2% Students with Disabilities 1.3% Asian .8%

When comparing chronic absenteeism rates from 2014-2015 school year to 2015-2016 school year, Orange Center's chronic absenteeism rates increased by 6%.

Positive responses on the Parent/Student School Climate Survey increased by 1.8% from 72.5% in 2014-15 to 74.3% in 2016-17.

All facilities were in good repair except interior which received fair status as measured by the FIT tool.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

A. To ensure student engagement in a rural school home to school transportation is required.

ACTUAL

Home to school, as well as school to home transportation is offered to all students living in the Orange Center School District.

Expenditures

Expenditures

ESTIMATED ACTUAL
2000-2999: Classified Personnel Salaries LCFF \$32,569
3000-3999: Employee Benefits LCFF \$14,337
4000-4999: Books And Supplies LCFF \$5,935
5000-5999: Services And Other Operating Expenditures LCFF \$14,350
5800: Professional/Consulting Services And Operating Expenditures LCFF \$16,353
ASP 2000-2999: Classified Personnel Salaries Title IV \$16,041
ASP 3000-3999: Employee Benefits Title IV \$7,061
ASP 4000-4999: Books And Supplies Title IV \$2,923

Actions/Services

B. To provide a safe and comfortable learning and collaboration environment facilities and grounds must be well

maintained.

Expenditures

Maintenance and Operations costs Base \$364,028

ACTUAL

All facilities were in good condition except interior which received fair status by FIT.

ESTIMATED ACTUAL

2000-2999: Classified Personnel Salaries LCFF \$118,143

3000-3999: Employee Benefits LCFF \$45,553

4000-4999: Books And Supplies LCFF \$48,014

5800: Professional/Consulting Services And Operating Expenditures LCFF

\$126,847

5900: Communications LCFF \$123,847

Volt & Gator Purchases 6000-6999: Capital Outlay LCFF \$48,097

Action

Actions/Services

PLANNED

C. The District will provide central heating and air in the Auditorium/Cafeteria in order to provide an appropriate environment for activities that will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population, such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA opportunities.

ACTUAL

Due to proposition 39 project and the necessity to provide a new water distribution system, the central heat and air project in the cafeteria will be on hold until 2017-18 school year.

BUDGETED

LCFF Supplemental and Concentration \$20,000

ESTIMATED ACTUAL

0

Expenditures

Action

Actions/Services

PI ANNED

D. The District will provide preventative health care measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

BUDGETED

LCFF Supplemental and Concentration \$32,000

ACTUAL

District provided preventative health care measures through an on-site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services are principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

ESTIMATED ACTUAL

LCFF 2000-2999: Classified Personnel Salaries LCFF \$30,150

LCFF 3000-3999: Employee Benefits LCFF \$21,163

Action

Expenditures

)

Actions/Services

PLANNED

E. The District will provide Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place, Time to Teach behavior program will be continued and will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. The district will encourage an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities, banners, motivational speakers, rallies).

BUDGETED

LCFF Supplemental and Concentration \$9,000

ACTUAL

District provided Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place, Time to Teach behavior program continues and is principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. District encourages an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities, banners, motivational speakers, rallies).

ESTIMATED ACTUAL

Stipends - ASB, Student Council, Clubs 1000-1999: Certificated Personnel Salaries LCFF \$3,500

PBIS, Barnes & Noble 4000-4999: Books And Supplies LCFF \$8,571

Expenditures

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Orange Center School District has improved student performance by providing instructional aides providing ELLs, along with struggling students, with small group instruction. By combining Time To Teach, PBIS, and Kagen strategies, Orange Center has increased student engagement, decreased out-of-school suspensions, and provided students a predictable discipline policy.

Orange Center School District employs maintenance staff to maintain facilities.

All students living in the Orange Center School District are offered transportation to school, home from school, and students participating in the After School Program who reside in the district are offered transportation home.

Orange Center's on-site LVN has provided students and families with an added sense of security knowing any health concerns will be medically monitored and addressed if needed. The on-site LVN assists in communicating with families regarding immunizations and the scheduled appearances of FCOE's mobile health van at Orange Center Elementary School to administer required immunizations.

Orange Center School District has participated in cohort 5 of FCOE & Fresno County Selpa Positive Behavioral Interventions & Supports for three years. Positive behavioral interventions and supports have been increasing during this time culminating in delivering individual behavioral interventions to students.

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

Based on annual measureable outcome data and data taken from the CA Dashboard Indicator, suspension rates decreased from 2014-15 at 7.2% (as reported in Orange Center's 2015-16 SARC) to 6.5% in 2015-16 - a decrease of .7%. Orange Center's on-site LVN has been instrumental in reducing the time students are sent home when reporting to the office for not feeling well. LVN communicates with parents when students seem to be abusing visits to the office for not feeling well. Orange Center School District has participated in cohort 5 of FCOE & Fresno County SELPA, Positive Behavioral Interventions & Supports for three years. The number of positive behavioral interventions and supports have been increasing during this time culminating in delivering individual behavioral interventions to students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Although the district services and other operating expenditures exceeded the LCFF dollars budgeted by \$94,710.00, the district supplemented the actions and goals budget with federal Title IV and Clean Air Grant dollars for appropriate supplemental support costs.

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

To provide a safe and comfortable learning and collaboration environment facilities, furniture, and grounds must be well maintained. Digital Check in system and background check system will be implemented.

Annual Update LCAP Year Reviewed: 2016-17

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

Goal
3

Every student will receive rigorous, research based instruction aligned to Common Core State Standards. All English Learners will receive English Language Development (ELD) that is aligned to the current ELD standards.

State and/or Local Priorities Addressed by this goal:

STATE COE 9 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED ACTUAL

Maintain a 100% Teaching Staff that possess a deep understanding of the implementation of Common Core Standards and 100% properly credentialed teachers with no misalignments and no vacancies. All students will have access to standards aligned curriculum in all core content areas.

All students have access to standards aligned curriculum. A teacher shortage made it necessary to place teachers in classrooms who are working towards earning their credential. Orange Center School District has developed an informal walkthrough form that will allow administration to collect data in the following areas: student engagement, rigor, learning and language objectives, classroom management, and curriculum usages. Illuminate has been utilized for data collection, benchmark creation, and data management. Supplemental internet based instructional programs were maintained. Internet programs provided individualized instruction to each student: Lexia, IXL, Brainpop, Accelerated Reader, STAR reading comprehension, and Imagine Learning.

ACTIONS / SERVICES

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

Action

ACTUAL PLANNED

Actions/Services

A. To implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies.

Instructional materials and supplies were purchased to implement Common Core State Standards.

BUDGETED

Instructional materials and supplies costs 4000-4999: Books And Supplies Base \$35,000

ESTIMATED ACTUAL

Books & Supplies 0000: Unrestricted LCFF

ELA Core- Houghton Mifflin TK-8 0000: Unrestricted LCFF \$40,778

Lexia - Greenfield 5800: Professional/Consulting Services And Operating Expenditures LCFF \$18,440

IXL 5800: Professional/Consulting Services And Operating Expenditures Title I \$4,103

Reflex Math - Explore Learning 5800: Professional/Consulting Services And Operating Expenditures Title I \$2,995

Imagine Learning LCFF

Brainpop 4000-4999: Books And Supplies LCFF 1,492

Illuminate 5800: Professional/Consulting Services And Operating

Expenditures LCFF \$5,908

Renaissance Learning- AR 5800: Professional/Consulting Services And

Operating Expenditures Title I \$4,187

Action

Expenditures

Actions/Services

PLANNED

B. In order to continue the implementation and rigor of the Common Core standards, staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of the Visual and Performing Arts standards increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

ACTUAL

100% of staff received visual and performing arts training in integrating oral expression into core. All newly hired teachers received Kagan Training.

BUDGETED

Expenditures

Professional Development costs Supplemental and Concentration \$65,000

ESTIMATED ACTUAL

1000-1999: Certificated Personnel Salaries LCFF \$556

Kagan Purchases 4000-4999: Books And Supplies LCFF \$1,540

Kagan Training 5800: Professional/Consulting Services And Operating Expenditures LCFF \$3,245

Kagan Training \$200 per day per staff member compensation for attending 1000-1999: Certificated Personnel Salaries LCFF \$5,000

VAPA - FCSS 5800: Professional/Consulting Services And Operating Expenditures LCFF \$15,300

Action 3

Actions/Services

PLANNED

C. In order to continue Common Core standard

implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of mathematics, technology, and the writing process, through FCOE Curriculum and Instruction Department increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

BUDGETED

Expenditures Supplemental Instructional Materials and Professional Development Costs

Supplemental and Concentration \$140,490

ACTUAL

100% of TK-4th grade teachers received supplemental support in ELA through Fresno County Office of Education. This support included three rounds of lessons for each teacher along with in-class observations by FCOE ELA coach.

ESTIMATED ACTUAL LCFF LCFF \$25.850

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Orange Center School District adopted CCSS aligned curriculum for ELA in grades K-8. 100% of K-3 staff along with RSP and Admin. received training in CLRP Results. 100% of 3-8 staff, special ed. and Admin. received training in CLRP Words Their Way spelling inventory. 100% of staff received visual and performing arts training in integrating oral expression into core. 100% of K-4 grade teachers received supplemental support in ELA through Fresno County Office of Education. This support included three rounds of lessons for each teacher along with in-class observations by ELA coach.

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

Instructional aides, under supervision of EL Coordinator, delivered small group designated ELD instruction that is aligned with ELD standards to ELLs. Teachers report improved spelling and reading comprehension. New ELA curriculum provided all students access to rigorous, CCSS aligned curriculum in ELA and math. Training in teaching the foundations of reading provided teachers a deeper understanding of delivering effective, research based lessons in reading fluency and reading comprehension. FCOE provided ELA supplemental support to all K-4 teachers with in-class observations and coaching from ELA coach. As determined from the CA Dashboard Indicator, data indicates that the number of students moving into grade level in reading and finishing grade level in reading has increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district over budgeted in the area of professional learning by approximately \$129,000. The inability to hire substitute teachers made it very difficult to provide teachers days to attend supplemental trainings during the school year. Most trainings took place during weekends and non school days.

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

In order to continue the implementation and rigor of the Common Core standards, to meet the needs of targeted students, staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

Annual Update LCAP Year Reviewed: 2016-17

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

Goal

Increase the number of parents, family and community stakeholders that participate in activities that are directly related to the educational experiences of their students.

State and/or Local Priorities Addressed by this goal:

STATE COE 9 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED ACTUAL

Show a 1% increase in parent participation at advisory meetings and curriculum nights.

Showed a 1% increase in parent participation at advisory meetings and curriculum nights. In 2015-16 Parent Participation attendance averaged 10.25 according to signin sheets.

In 2016-17 Parent Participation attendance averaged 57 according to sign-in sheets.

ACTIONS / SERVICES

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

Action

Actions/Services

PLANNED

Administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, Education related participation incentives, childcare / educational activities made available during all evening parent meetings.

ACTUAL

Administration and support staff increased steps to Α. involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, Education related participation incentives, childcare / educational activities made available during all evening parent meetings.

Expenditures

BUDGETED

Administration and support staff Base \$297,384

Parenting workshops; PBIS training/materials Base \$5500

Materials for Parent Involvement Base \$7,500

ESTIMATED ACTUAL

Admin Benefits 3000-3999: Employee Benefits LCFF \$57,008

Admin Salary 1000-1999: Certificated Personnel Salaries LCFF \$205,917

Salary - School Admin 1000-1999: Certificated Personnel Salaries Title I \$28.888

Parent Involvement Team - Extra Events 1000-1999: Certificated Personnel Salaries LCFF \$1.183

Morning Meetings, Supply Purchases, Incentive Pins 4000-4999: Books And Supplies LCFF \$833

Supply Purchases for Meetings 4000-4999: Books And Supplies Title I \$80 Benefits 3000-3999: Employee Benefits Title I \$5,665

Action

Actions/Services

2

PLANNED

B. To increase parental involvement, parental involvement sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input.

ACTUAL

B. To increase parental involvement, parental involvement sessions have been provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input. In 2015-16 Parent Participation attendance averaged 10.25 according to sign-in sheets.

In 2016-17 Parent Participation attendance averaged 57 according to sign-in sheets.

Expenditures

BUDGETED

Administration and Staff costs Base \$15,000 Materials for Parent training Base \$1500

ESTIMATED ACTUAL

LCFF 1000-1999: Certificated Personnel Salaries LCFF \$3,154 LCFF LCFF

Action

Actions/Services

3

PLANNED

C. To increase attendance, parental involvement from specified subgroups of students, the district will provide a Hmong-Speaking EL instructional aide/translator/parent liaison that will provide instructional assistance to students and outreach and support to identified subgroups and Hmong speaking parents in regards to school events and student progress. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

ACTUAL

C. To increase attendance, parental involvement from specified subgroups of students, the district provided a Spanish and Hmong EL instructional aide / translator / parent liaison that provided instructional assistance to students and outreach and support to identified subgroups and Spanish/Hmong speaking parents in regards to school events and student progress. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

Expenditures

BUDGETED

Administration and support staff costs Base \$4,500

Materials for parent training 4000-4999: Books And Supplies Supplemental and Concentration \$45,901

ESTIMATED ACTUAL

LCFF LCFF

Instructional Aides 2000-2999: Classified Personnel Salaries Title I \$28,215

Instructional Aides 3000-3999: Employee Benefits Title I \$4,823

Parent Involvement Night - Food 4000-4999: Books And Supplies LCFF \$564

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Programs and activities where parents become involved and are an integral part of the school included School Site Council (SSC), Parent Advisory Committee for Preschool, Migrant Parent Advisory Committee, English Learner Advisory Committee/ District English Learner Advisory Committee (ELAC/DELAC), and the Parent Teachers Club (PTC). The Migrant Education Program offered support to migrant parents throughout the 2015-16 school year by providing informational presentations on topics of interest to parents. Also, the After School Program (ASP) and Parents Club provided opportunities for parents to assist them in becoming more involved in leadership and decision-making roles at the school site. By providing Hmong/ Spanish translators and childcare at the meetings, more parents were able to attend and give input.

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

Sign-in sheets for four "Family Nights" at Orange Center during the 2015-16 school averaged 10.25 parents attending these events which were sponsored by FCOE. During 2016-17, Orange Center organized a Parent Involvement Team committee (PIT committee). The PIT Committee organized and sponsored three events, Family Engagement Night on November 3, 2016, Technology Night on February 23, 2017, and Literacy Night on April 6, 2017. The average number of parents attending these events per PIT Committee sign-in sheets was 57. Orange Center's Hmong EL instructional aide/ translator/ parent liaison helped increase Hmong speaking parents' attendance to these events, evident on PIT Committee sign-in sheets.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district budgeted \$369,785 in order to meet the needs of our student population in this goal. Due to unknown numbers of parents and students participating in events, the district over budgeted approximately \$34,228.00.

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

No changes will occur under this goal.

Annual Update LCAP Year Reviewed: 2016-17

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

Goal 5

Every student will be promoted with 21st Century skills and a broad course of study prepared for high school success.

State and/or Local Priorities Addressed by this goal:

STATE COE 9 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED ACTUAL

As evidence and measurement of CCSS implementation, each student will prepare a portfolio (digital in grades 6-8th) in core subject areas, citing evidence of 21st Century skills. All students will have a broad course of study as measured by teacher schedules.

Students in grades 6-8 have been instructed in the creation and use of Google Sites to establish online portfolio websites to showcase their work in the core subject areas to staff and community members during portfolio presentations. Teacher lesson plans and classroom observations show evidence of all students receiving a broad course of study.

ACTIONS / SERVICES

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

Action

Actions/Services

PI ANNED

Providing students a 21st century learning experience requires instructional technology and technical support. Provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will hire an Instructional Technology Coordinator and Contract a FCOE Technology Technician. Increased services will be principally directed toward the unduplicated student population and are effective in

ACTUAL

An Instructional Technology Coordinator, in conjunction with FCOE technician, supported all staff with daily technical and instructional support in the areas of technology integration within lessons and basic technical support. Individual and group in-service opportunities were available daily along with in class support and demonstrations. Weekly training sessions included Lexia, Accelerated Reader, BrainPop, Kahoot, Breakout Edu, Google Apps for Education, Illuminate meeting the district goal for the unduplicated student population.

Ed, and Google Expeditions. Weekly digital portfolio support meetings were held to support 6-8 grade teachers in the implementation of digital portfolios with their students.

BUDGETED

PLANNED

ESTIMATED ACTUAL

Technology Staff Costs Supplemental and Concentration \$104,472

Technology Coordinator 1000-1999: Certificated Personnel Salaries LCFF \$81,597

Technology Coordinator 3000-3999: Employee Benefits LCFF \$28,814 FCOE- Technology Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$18,876

Action

Expenditures

ACTUAL

Actions/Services

Expenditures

В. Purchase materials and supplies to support lessons and create STEM learning labs and maker spaces that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases for 4-5th grade. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

Students had access to weekly maker space areas within the library. Some of the activities included; bridge building with differing materials, constellation construction, catapults, windmills, crystals and much more. As of April 2017 purchases of devices to support 1:1 integration for grades K-8 was completed.

BUDGETED

Technology Purchases Supplemental and Concentration \$50,000

ESTIMATED ACTUAL

library and room 16 4000-4999: Books And Supplies LCFF \$19,468 Headphones, Chromebooks and Ipads and Carts 4000-4999: Books And Supplies LCFF \$7,043

Headphones, Chromebooks and Ipads and Carts 4000-4999: Books And Supplies Title I \$21,720

Headphones, Chromebooks and Ipads and Carts - ASP 4000-4999: Books And Supplies Title IV \$7,174

Action

Actions/Services

PLANNED

District will provide real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 6th-8th grade, specialized presentations, and out of district competitions. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

ACTUAL

Students were able to experience offsite field trips to Fresno Chaffee Zoo, Fossil Discovery Center, Scout Island, San Juan Bautista Mission, Yosemite Sugar Pine Railroad, California Arts Academy, and with the use of technology onsite virtual field trips of the moon and ocean. Offered elective courses for grades 6-8 included coding, 3D printing, guitar, choir, robotics, leadership, yearbook/photography, and debate. Students participated in district level and countywide spelling bee competition as well as Young Authors Faire

		and Martin Luther King Jr. speech and essay contests. Assemblies to instill the value of reading, anti-bullying presentation, power of choice, and overall motivation by a professional artist.
Expenditures	BUDGETED Transportation and Fees / Purchases Supplemental and Concentration \$70,000	ESTIMATED ACTUAL Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF \$7,838
		costs for competitions- FCOE spelling bee competition as well as Young Authors Faire and Martin Luther King Jr. speech and essay contests 5000-5999: Services And Other Operating Expenditures LCFF \$320

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

An Instructional Technology Coordinator in conjunction with FCOE technical support supported all HQT with daily technical and instructional support in the areas of technology integration within lessons and basic technical support. Individual and group in-service opportunities were available daily along with in class support and demonstrations. Weekly training sessions included Lexia, Accelerated Reader, Brain Pop, Kahoot, Breakout Edu, Google Apps for Education, Illuminate Ed, and Google Expeditions. Weekly digital portfolio support meetings were held to support 6-8 grade teachers in the implementation of digital portfolios with their students. Students had access to weekly maker space areas within the library. Some of the activities included; bridge building with differing materials, constellation construction, catapults, windmills, crystals and much more. As of April 2017 purchases of devices to support 1:1 integration for grades K-8 was completed. Students were able to experience offsite field trips to Fresno Chaffee Zoo, Fossil Discovery Center, Scout Island, San Juan Bautista Mission, Yosemite Sugar Pine Railroad, California Arts Academy, and with the use of technology onsite virtual field trips of the moon and ocean. Offered elective courses for grades 6-8 included coding, 3D printing, guitar, choir, robotics, leadership, yearbook/photography, and debate. Students participated in district level and county-wide spelling bee competition as well as Young Authors Faire and Martin Luther King Jr. speech and essay contests. Assemblies to instill the value of reading, anti-bullying presentation, power of choice, and overall motivation by a professional artist.

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

Orange Center's Instructional Technology Coordinator provided students with 21st century skills by delivering lessons encompassing Computer Coding and 3-D Printing to students. These lessons included problem solving and collaboration among students. Students were engaged and enthusiastic about the objects that were created. Their creativity and artistic abilities and technological interest became evident through these lessons. ITC assisted in creating an inaugural Digital Portfolio for sixth - eighth-grade students. All K - 8 students have either an I-pad or Chromebook assigned to them to use in their classroom. Maker space areas in the library during lunch time was very popular among students. Projects students worked on in these maker space periods required students to collaborate within their group to overcome obstacles that presented them with different challenges toward completing the task.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district over budgeted in the area of educational field trips by approximately \$50,000.00. Due to smaller number of teachers and a reduction in student numbers, the expected cost of experiences was less than anticipated.

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

Purchase materials and supplies to support lessons and create STEAM learning labs (k-8), maker spaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

Stakeholder Engagement

LCAP Year

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The Superintendent developed materials for presentations to stakeholders that contained: 1) a clear description of what LCFF and what the LCAP plan process would entail, 2) data related to the eight state priorities as a point of reference for all stakeholder groups, 3) the district's current mission and vision. All of this information was compiled prior to key presentations in which input was solicited from each stakeholder group. Data regarding student attendance, discipline and suspension data and assessment data was shared using the student information system as well as state mandated CELDT test data, Accelerated Reader and DIBELS data was also used in presentations to stakeholders.

Presentations and corresponding materials were presented to the following groups:

- Teachers: PL meetings held to review the LCAP on 5/11/17 & 5/8/2017
- Orange Center CTA, teachers, classified and management/classified/confidential staff meetings held to review LCAP on 5/15/2017, 5/23/2017, 5/25/2017, 5/30/2017
- Staff: Staff meeting held 5/11/17
- DAC / PAC Parent Meetings: 1/8/2017, 2/22/2017, 5/8/2017, 6/15/2017
- Parent/ Community LCAP Meeting: 5/30/2017
- English Learner Advisory Committee: 9/29/16, 11/10/16, 1/26,17, 06/15/17
- District English Learner Advisory Committee: 9/29/16, 11/10/16, 1/26,17, 06/15/17
- Migrant: 9/29/16,11/10/16, 11/11/17
- Presented to classified/certificated/confidential staff for review and comments 6/22/2017
- The Orange Center student body completed a survey on 6/12-6/13/2017 in order to provide administration with feedback pertaining to meeting the district priorities.
- Unduplicated pupils were given the opportunity to share concerns and ideas through facilitated discussion 6/5/2017.
- Public hearing 6/15/2017 comments period 6/15/2017 -6/28/2017 Draft copies of the LCAP were available for parents and the public to obtain in the Orange Center School Office and on the district website and feedback was accepted via email, phone message, text messages, handwritten notes.
- DELAC, DAC, and PAC were presented with the final draft of the LCAP on 6/15/2017. No questions regarding the final LCAP arose during the final draft presentation.
- The Orange Center School Board approved the LCAP and the Budget for the 2017-2018 school year on June 15, 2017.

The district has increased efforts to reach out to all stakeholders. This year's process allowed for data to be shared with stakeholders through parent meetings and district website, as well as greater opportunity to be involved in the input process.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholder feedback indicated continued support for: technology for the classroom, programs for advanced learners, intervention program for struggling students, increased numbers of academic and art focused extracurricular activities, field trips, improved facilities, additional training in the area of reading support and increased support for parents to help their own students with academic progress. All of these points of feedback are reflected in the plan.

Newly addressed areas:

Increase the amount of School Psychologist day

Reading and writing intervention program in the 2017-2018 school

Orange Center will provide an increased amount of designated ELD support delivered by highly trained Instructional Aides

Improve student achievement by offering opportunities for teacher training in the following areas: CSET test preparation, Common Core Curriculum /Standards/Instruction, SPED IEP development and implementation. Classroom Management (Time to Teach) and student engagement structures (KAGAN).

6th-8th grade students to take home Chromebooks in order to extend learning past the school day

Adopting a digital visitor and student check-in system

The input focused on ways to increase student achievement and parent and stakeholder involvement in the educational process this year. The new efforts of the district to increase the student achievement and increase stakeholder involvement are reflected in initiatives under the student achievement and parent engagement section.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the follo	wing table for each of the LEA'	's goals. D	uplicate t	the table	as nee	eded.								
	□ New		Modifie	d	☑ Unchanged									
Goal 1	Increase student achievement of all students and sub groups													
State and/or Local Priorities Addressed by this goal: Identified Need		STATE COE LOCAL		_	2 10		3	⊠ 4		5	6	7	8	
			Metrics 1	or A-G, 0	CTE, A	P Exam	ns, I	ELD indicate EAP, High Soled.						0

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Standardized Assessments as measured by ELA CAASPP scores Distance from level 3	ELA: 2015-2016 +10.5 points (Low- 32 points below 'Met')	ELA: 2016-2017 29 points below 'Met'	ELA: 2017-2018 25 points below 'Met'	ELA: 2018-2019 20 points below 'Met'
State Standardized Assessments as measured by Math CAASPP scores Distance from level 3	Mathematics 2015-2016 +15 points (Low- 87.9 points below 'Met')	Mathematics 2016-2017 (Low- 80 points below 'Met')	Mathematics 2017-2018 (Low- 75 points below 'Met')	Mathematics 2018-2019 (Low- 70 points below 'Met')
Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review	2016-2017 School board adoption of "sufficiency of Instructional Materials" resolution	2017-2018 School board adoption of "sufficiency of Instructional Materials" resolution	2018-2019 School board adoption of "sufficiency of Instructional Materials" resolution	2019-2020 School board adoption of "sufficiency of Instructional Materials" resolution

State Standards Implemented as measured by State Reflection Tool	State standards Implemented as measured by 2016-2017	State standards Implemented as measured by 2017-2018	State standards Implemented as measured by 2018-2019	State standards Implemented as measured by 2019-2020
	Average score of 4.0			
EL access to state standards/ELD standards (included with tool used above)	2015-2016 Average score of 4.0	2016-2017 Average score of 4.0	2017-2018 Average score of 4.5	2018-2019 Average score of 5.0
EL annual growth as measured	2016-2017	2017-2018	2018-2019	2019-2020
by CELDT/ELPAC annual	Percent of ELs making annual	Percent of ELs making annual	Percent of ELs making annual	Percent of ELs making annual
growth data	growth in English: 63.5	growth in English: 68.5	growth in English: 73.5	growth in English: 78.5
EL reclassification as measured by prior year number of re- designated students	2015-2016 15 students- 9%	2016-2017 1 student8%	2017-2018 5%	2018-2019 10%

PLANNED ACTIONS / SERVICES

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

Action	

For Actions/Services not i	nclude	ed as contributin	g to meeting the Increase	d or Improved Services Re	Requirement:	
Students to be Served		All 🗌 S	Students with Disabilities	Specific Student	: Group(s)]	
Location(s)		All Schools	Specific Schools:		Specific Grade spans:	
			Ol	?		
For Actions/Services inclu	ided a	s contributing to	meeting the Increased or	Improved Services Requi	irement:	
Students to be Served		English Learner	rs	☐ Low Income		
		Scope of Services	☐ LEA-wide ☐	Schoolwide OR	Limited to Unduplicated Student Grou	up(s)

	Location(s)	Specific Grade spans:										
ACTIONS/S	<u>ERVICES</u>											
2017-18				2018-19			2019-20					
☐ New [Modified		Unchanged	☐ New	Modified	Unchanged	☐ New	☐ Modified ☑ Unchanged				
A. When reviewing data for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff must be hired and retained. As a result, we expect to see increased academic achievement for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff must be hired and retained. As a result, we expect to see increased academic achievement for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff must be hired and retained. As a result, we expect to see increased academic achievement for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff must be hired and retained. As a result, we expect to see increased academic achievement for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff must be hired and retained. As a result, we expect to see increased academic achievement for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement for a												
<u>BUDGETED EXPENDITURES</u> 2017-18 2018-19 2019-20												
Amount	\$941,046			Amount	\$978,688		Amount	\$1,017,836				
Source	LCFF			Source	LCFF		Source	LCFF				
Budget Reference	1000-1999: Cert Salaries	ificated	Personnel	Budget Reference	1000-1999: Certific Salaries LCFF	cated Personnel	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF				
Amount	\$424,524			Amount	\$441,505		Amount	\$459,606				
Source	LCFF			Source	LCFF		Source	LCFF				
Budget Reference	3000-3999: Emp	loyee B	enefits	Budget Reference	3000-3999: Emplo	yee Benefits	Budget Reference	3000-3999: Employee Benefits				
Action	2											
For Actions	Services not in	nclude	d as contributi	ng to meeting	the Increased or	Improved Services	Requirement:					
Stud	ents to be Served		All 🗌	Students with [Disabilities	Specific Stude	nt Group(s)] EL	. Students				
	Location(s)		All Schools	☐ Specific	Schools:	Specific Grade spans:						

							OR											
For Actions/	Services inclu	ded as	contributing to	meetir	ng the	Increa	ased or Im	proved	d Services	Requ	uireme	ent:						
Stude	ents to be Served	\boxtimes	English Learner		Low Income	е												
	Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Ground Control of the state of t												ıp(s)					
	Location(s)	Location(s)										Specific	Grade	e spar	ns:			
ACTIONS/SE	ERVICES																	
2017-18				2018	3-19						2019	-20						
□ New □	Modified		Unchanged		New		Modified		Unchange	ed		New		Modifie	ed	\boxtimes	Unchar	nged
District will prov support through English Learner The District will opportunities to students. These toward the undu- effective in mee student populati an increase in a as measured by increased perce- the ELPAC.	english ne curriculum nglish Learner of this need the vention and rovided by an ional Aide(s). learning with EL nlly directed on and are the unduplicated of expects to see r all EL students as well as	Stude langua and in studer District Support Englis The Dopport studer toward effecti studer an incoas me	nts need age acquarts who can the control of the care	d to produisition of increadare reclaived English supper Coordill also put to staff determined the staff determined the ation. An acade by CAA	use the numblassified. But no blemental set of the control of the	area of access the per of Er ecause er intervervices purification work principal for the districtment for and ELA	english the curriculum the curriculu	er the n	Stude langua and in stude District support Englis The Doppor stude toward effecti stude an incoas me	ents need age according to a conder on the conder of the c	ed to proquisition to incre- o are recovide Eugh sup- mer Cook will also as to staff mese ser induplication. A in acade d by CAA	school Disperses in in order asse the n classified English Leplementa provide provide provides will ated students a resuemic achies of ELs	the are to acceumber Beca arrner is service and Inservices so who we be pring the topposite goal tt, the devement	ea of e ess the of Eng ause o interve ces pro ctructio ional le work w ncipall oulation for the district nt for a ELA a	nglish e curricul glish Lea f this nee ention and ovided by earning with EL y directed and are e undupl expects all EL stu as well as	rner ed the d / an (s). d e icated to see dents		
2017-18	<u>EXPENDITURI</u>	<u>=8</u>		2018	B-19						2019	-20						
Amount	\$71,854			Amoui	nt	\$74,7	28				Amour	nt	\$77,	00.00				
Source	LCFF			Source	е	LCFF					Source	Э	LCFI	F				

Budget Reference	1000-1999: Certificated Personnel Salaries LCFF			Budget Reference	1000-1999: Certificated Salaries LCFF	Personnel	Budget Reference	1000-1999: Certificated Personnel Salaries			
Amount	\$22,343			Amount	\$23,237		Amount	\$24,190			
Source	LCFF			Source	LCFF		Source	LCFF			
Budget Reference	3000-3999: Emp	oloyee Be	enefits	Budget Reference	3000-3999: Employee E	Benefits	Budget Reference	3000-3999: Employee Benefits			
Amount	\$41,226			Amount	\$42,875		Amount	\$44,590			
Source	Title I			Source	Title I		Source	Title I			
Budget Reference	2000-2999: Classified Personnel Salaries			Budget Reference	2000-2999: Classified F	Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries			
Amount	\$4,420.00			Amount	\$4,420.00		Amount	\$4,420.00			
Source	Title III			Source	Title III		Source	Title III			
Budget Reference	4000-4999: Book EL Support Mate	ks And S erials and	upplies I supplies	Budget Reference	4000-4999: Books And EL Support Materials ar		Budget Reference	4000-4999: Books And Supplies EL Support Materials and supplies			
Action 3											
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:											
Students to be Served All Students with Disabilities [Specific Student Group(s)]											
Location(s)			All Schools	☐ Specific	Schools:	Specific Grade spans:					
OR For Actions/Convises included as contributing to meeting the Incressed or Improved Convises Dequirements											
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served											
☐ English Learners ☐ Foster Youth ☐ Low Income											
Scope of Services											

LCFF

5800: Professional/Consulting Services And Operating Expenditures

Source

Budget Reference

															, and the second	
	Location(s)		Specific Schools:						Specific Grade spans:							
ACTIONS/SERVICES																
2017-18	20 ⁻	2018-19						2019-20								
New [Modified		Unchanged		New		Modified		Unchanged	[New		Modified		Unchanged	
C. When reviewing data for our unduplicated students at Drange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History. These services will be principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for unduplicated students as measured by CAASPP Math and ELA, district assessments in History and Science, as well as increased percentages of ELs making annual growth in the ELPAC.					C. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History. These services will be principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for unduplicated students as measured by CAASPP Math and ELA, district assessments in History and Science, as well as increased percentages of ELs making annual growth in the ELPAC.				p u s E d d s d d a r a a c a	C. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History. These services will be principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for unduplicated students as measured by CAASPP Math and ELA, district assessments in History and Science, as well as increased percentages of ELs making annual growth in the ELPAC.						
<u>BUDGETED EXPENDITURES</u> 2017-18 2018-19 2019-20																
Amount	\$19,998				Amount \$20,831					Amount	\$21,664					
Source	LCFF			Sou	Source LCFF			S	Source	LCF	_CFF					
Budget Reference	1000-1999: Certi Salaries LCFF	ficated I	Personnel	Bud Refe	get erence	1000 Sala LCFI		ficated P	ersonnel		Budget 1000-1999: Certificated Salaries LCFF				ersonnel	
Amount	\$19,332			Amo	Amount \$20,349					Д	Amount	\$21,366				

LCFF

5800: Professional/Consulting Services And Operating Expenditures

Source

Budget Reference

Action

Source

Budget Reference LCFF

5800: Professional/Consulting Services

And Operating Expenditures

For Actions/Services not in	nclude	d as contributii	ng to meeti	ng the In	creased o	r Impro	oved Services	Require	ement:				
Students to be Served		All 🗌	Students w	th Disabil	lities		[Specific Studer	nt Group	o(s)] EL,	, Fos	ster Youth, Lo	ow Inco	<u>ome</u>
Location(s)		All Schools	☐ Spe	cific Scho	ools:						Specific Gra	ıde spa	ans:
					OR								
For Actions/Services include	ded as	contributing to	o meeting t	he Increa	ased or Im	proved	d Services Req	uireme	nt:				
Students to be Served	\boxtimes	English Learne	ers 🛚	Foster	Youth		Low Income						
		Scope of Services	E LE	A-wide	☐ Sc	hoolwi	de OF	₹ 🗆	Limite	ed to	Unduplicate	ed Stuc	lent Group(s)
Location(s)		All Schools	☐ Spe	cific Scho	ols:					\boxtimes	Specific Gra Grade	ide spa	ans: <u>1st-8th</u>
ACTIONS/SERVICES													
2017-18			2018-19					2019-	20				
New □ Modified		Unchanged	☐ Nev	w 🗌	Modified		Unchanged		New [Modified		Unchanged
D. When reviewing data for our under Corange Center School, data indice positive gains are being made, the unduplicated students who are mean standards in ELA, Mathematics as Because of this need, creation as intensive intervention program for demonstrate proficiency levels of grade level expectations in the ast Mathematics, as measured by CARESULTS data, STAR Reading benchmark data. As a result, we academic achievement for all students of the control of the corange	cates that here is a meeting of and other and imple or studen f 2 or marea of Electrical AASPP Assessmexpect tudents as	at although low number of grade level er core subjects. ementation of an ats who ore years below LA and results, ments, and local to see increased s measured by:	Orange C positive ga unduplica standards Because c intensive i demonstra grade leve Mathemat RESULTS benchmar academic	enter Scho- ains are be ted student in ELA, Ma of this need ntervention ate proficien el expectati- ics, as mea data, STA k data. As achieveme	ol, data indicting made, the same are meathematics and program for ncy levels of ions in the areasured by CAR Reading A a result, we cent for all students.	ates that ere is a secting of the end impless studen 2 or measures of El ASPP assessing expect to the end in the end in the end of El ASPP assessing expect to the end of El Aspect to the end of El A	low number of grade level r core subjects. ementation of an ants who ore years below LA and	Orango positive undupl standa Becaus intensi demon grade Mather RESUI benchi acader	e Center e gains a licated si lic	r Schoare be tuder LA, M s nee vention roficiente pectan as me as ST, ta. As evem	ool, data indiceing made, the state who are mediathematics and creation are program for ency levels of tions in the areasured by CAAR Reading As a result, we event for all studies.	ates that ere is a eeting g and other and imple studen 2 or made ea of El ASPP in ssessing expect the	low number of grade level r core subjects. ementation of an ts who ore years below _A and

BUDGETED EXPENDITURES

2017-18 2018-19 2019-20

Amount	\$30,102			Amount	\$31,356	Amount	\$32,610		
Source	LCFF			Source	LCFF	Source	LCFF		
Budget Reference	1000-1999: Cert Salaries	ificated	Personnel	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	\$21,130			Amount	\$22,010	Amount	\$22,890		
Source	LCFF			Source	LCFF	Source	LCFF		
Budget Reference	3000-3999: Emp	oloyee B	enefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits		
Amount	5,000.00			Amount	5,000.00	Amount	5,000.00		
Source	LCFF			Source	LCFF	Source	LCFF		
Budget Reference	4000-4999: Boo	ks And S	Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies		
Action 5									
For Actions/	Services not in	nclude	d as contributin	g to meeting t	the Increased or Improved Services	Requirement:			
Stude	ents to be Served		All 🗌 S	Students with D	Disabilities [Specific Stude	nt Group(s)]			
	Location(s)		All Schools	☐ Specific	Schools:		Specific Grade spans:		
					OR				
For Actions/	Services inclu	ded as	contributing to	meeting the	Increased or Improved Services Req	quirement:			
Stude	ents to be Served		English Learner	rs 🗌 F	Foster Youth				
Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s							red to Unduplicated Student Group(s)		
	Location(s)		All Schools	☐ Specific	Schools:		Specific Grade spans:		

ACTIONS/SERVICES

2017-18		2018-19				2019-2	20			
⊠ New [☐ Modified ☐ Unchanged	☐ New	Modified	\boxtimes	Unchanged	□ N	lew	Modified		Unchanged
education and S Provisionary Cr maintain consist credentialed teat to support teach preparation in the teacher support academic achies CAASPP Math percentages of	indicates that 31% of the 16 general SPED teachers on campus hold a redential (STIP, PIP, or Intern). In order to stent staff, highly qualified and fully achers, Orange Center will include actions hers in opportunities for CSET test he form of CSET test Prep and BTSA t. As a result, we expect to see increased evement for all students as measured by and ELA as well as increased ELs making annual growth in the ELPAC.	education and Provisionary C maintain consi credentialed to to support tead preparation in teacher suppo academic achi CAASPP Math	indicates that 31% of SPED teachers on of credential (STIP, PIP) stent staff, highly quarters, Orange Cerchers in opportunities the form of CSET teachers, a result, we exevement for all studential and ELA as well as fels making annual	campus campus calified a nter will s for CS st Prep xpect to ents as i increas	s hold a ern). In order to and fully include actions SET test and BTSA see increased measured by sed	educational Provisional Maintair credenti to support preparate teacher academ CAASPI	on and SF onary Cred on consisted ialed teach ort teached tion in the support. A iic achieve P Math ar	nt staff, highly of hers, Orange Co rs in opportuniti form of CSET the As a result, we coment for all stund and ELA as well as	n campus P, or Int pualified enter wil es for Co est Prepexpect to dents as as increa	s hold a tern). In order to and fully Il include actions SET test o and BTSA o see increased is measured by
	EXPENDITURES						_			
2017-18		2018-19				2019-2	20			
Amount	\$6,000.00	Amount	\$5,000.00			Amount	\$4	1,000.00		
Source	LCFF	Source	LCFF			Source	L	CFF		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/ And Operating Expe		Budget Reference		300: Professionand Operating Ex			

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table	as needed.
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	☐ New	\boxtimes	Modifie	ed			\boxtimes	Uncha	nged									
Goal 2	Students and staff will be protheir full potential.	vided with	ı a clean	, healt	hy, ord	erly, pl	hysicall	y and en	notiona	ally saf	e envi	ronme	ent in	which	to eng	gage, le	earn and	reach
State and/or Local Priorities	Addressed by this goal:	STATE COE LOCAL				<u>2</u>	3 3		4		5		6		7		8	
Identified Need		County W a positive					ed to co	ontinue to	o upda	te and	maint	ain fad	cilities	. Disci	pline (data in	dicates a	need for

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Maintained as measured by annual FITs or SARC review.	FIT Score- 2015-2016 -"good" .	FIT Score- 2016-2017 - "good" .	FIT Score-2017-2018 - "excellent".	FIT Score- 2018-2019 - "excellent".
Attendance as measured by district average attendance	Attendance: 2015-2016 (96.6%)	Attendance: 2016-2017 (97.6%)	Attendance: 2017-2018 (98.6%)	Attendance: 2018-2019 (100%)
Chronic Absenteeism as measured by % students with 10% or more absenteeism	Chronic Absenteeism: 2015-2016 (9.2%)	Chronic Absenteeism: 2016-2017 (8.2%)	Chronic Absenteeism: 2017-2018(7.2%)	Chronic Absenteeism: 2018-2019 (6.2%)
M.S. Dropout Rate	M.S. Dropout Rate: 2015-2016 (0%)	M.S. Dropout Rate: 2016-2017 (0%)	M.S. Dropout Rate: 2017-2018 (0%)	M.S. Dropout Rate: 2018-2019 (0%)
Suspension rate	Suspension rate: 2015-2016 (6.5%)	Suspension rate: 2016-2017 (5.5%)	Suspension rate: 2017-2018 (4.5%)	Suspension rate: 2018-2019 (3.5%)
Expulsion rate	Expulsion rate: 2015-2016 (0%)	Expulsion rate: 2016-2017 (0%)	Expulsion rate: 2017-2018 (0%)	Expulsion rate: 2018-2019 (0%)

School Climate Survey

- % responses high levels for school connectedness.
- % responses feel very safe at school

School Climate Survey (2nd-8th grade)

 % responses high levels for school connectedness.

2016-2017 Very Connected- 74.3% Somewhat Connected- 21.9% Not Connected- 3.8%

% responses of students feel very safe at school

2016-2017 Very Safe- 66% Somewhat Safe- 33% Not safe- 6% School Climate Survey (2nd-8th grade)

% responses high levels for school connectedness.

2017-2018 Very Connected- 90% Somewhat Connected- 10%

 % responses of students feel very safe at school

2017-2018 Very Safe- 100% Somewhat Safe- 0 % Not safe- 0%

Not Connected- 0%

School Climate Survey (2nd-8th grade)

• % responses high levels for school connectedness.

2018-2019 Very Connected- 95% Somewhat Connected- 5% Not Connected- 0%

% responses of students feel very safe at school

2018-2019 Very Safe- 100% Somewhat Safe- 0% Not safe-0% School Climate Survey (2nd-8th grade)

 % responses high levels for school connectedness.

2018-2019 Very Connected- 100% Somewhat Connected- 0% Not Connected- 0%

% responses of students feel very safe at school

2018-2019 Very Safe- 100% Somewhat Safe- 0% Not safe- 0%

PLANNED ACTIONS / SERVICES

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

Action

-1

Action						
For Actions/Services not i	include	ed as contributi	ng to meeting the Increase	d or Improved Services F	Requirement:	
Students to be Served	\boxtimes	All 🗌	Students with Disabilities	☐ [Specific Studen	nt Group(s)]	
Location(s)		All Schools	☐ Specific Schools:		Specific Grade spans:	
			0	R		
For Actions/Services inclu	uded a	as contributing to	o meeting the Increased or	Improved Services Requ	uirement:	
Students to be Served		English Learne	ers	☐ Low Income		
		Scope of Services	LEA-wide	Schoolwide OR	R	s)
Location(s)		All Schools	Specific Schools:		Specific Grade spans:	

ACTIONS/SERVICES

2017-18		2018-19		2019-20				
☐ New [☐ Modified ☐ Unchanged	☐ New	☐ Modified ☑ Unchanged	☐ New	☐ Modified ☑ Unchanged			
	sure student engagement in a rural school transportation is required.		student engagement in a rural school ol transportation is required.	A. To ensure student engagement in a rural school home to school transportation is required.				
BUDGETED	EXPENDITURES							
2017-18		2018-19		2019-20				
Amount	\$32,178	Amount	\$33,872	Amount	\$35,227			
Source	LCFF	Source	LCFF	Source	LCFF			
Budget Reference	2000-2999: Classified Personnel Salaries Transportation costs	Budget Reference	2000-2999: Classified Personnel Salaries Transportation costs	Budget Reference	2000-2999: Classified Personnel Salaries Transportation costs			
Amount	\$14,452	Amount	\$15,054	Amount	\$15,807			
Source	LCFF	Source	LCFF	Source	LCFF			
Budget Reference	3000-3999: Employee Benefits Transportation Costs	Budget Reference	3000-3999: Employee Benefits Transportation Costs	Budget Reference	3000-3999: Employee Benefits Transportation Costs			
Amount	\$5,920	Amount	\$6,232	Amount	\$6,544			
Source	LCFF	Source	LCFF	Source	LCFF			
Budget Reference	4000-4999: Books And Supplies Transportation Costs	Budget Reference	4000-4999: Books And Supplies Transportation Costs	Budget Reference	4000-4999: Books And Supplies Transportation Costs			
Amount	\$14,315	Amount	\$15,068	Amount	\$15,821			
Source	LCFF	Source	LCFF	Source	LCFF			
Budget Reference	5700-5799: Transfers Of Direct Costs Transportation Costs	Budget Reference	5700-5799: Transfers Of Direct Costs Transportation Costs	Budget Reference	5700-5799: Transfers Of Direct Costs Transportation Costs			
Amount	\$16,312	Amount	\$17,171	Amount	\$18,029			
Source	LCFF	Source	LCFF	Source	LCFF			
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation Costs	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation Costs	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation Costs			
Amount	\$16,016	Amount	\$16,683	Amount	\$17,517			

Source	Title IV			Source	Title IV		Source	Title IV			
Budget Reference	2000-2999: Class Salaries	sified Pe	ersonnel	Budget Reference	2000-2999: Classified Transportation Cost	ed Personnel Salaries ts	Budget Reference	2000-2999: Classified Personnel Salaries Transportation Costs			
Amount	\$6,779			Amount	\$7,061		Amount	\$7,343			
Source	Title IV			Source	Title IV		Source	Title IV			
Budget Reference	3000-3999: Emp	loyee B	enefits	Budget Reference	3000-3999: Employ	ree Benefits	Budget Reference	3000-3999: Employee Benefits			
Action	2										
For Actions/	Services not in	clude	d as contributin	g to meeting t	the Increased or	Improved Services	Requirement:				
Stude	ents to be Served	\boxtimes	All 🗆	Students with D	Disabilities [Specific Studer	nt Group(s)]				
	Location(s)										
					OR						
For Actions/	Services includ	ded as	contributing to	meeting the	Increased or Imp	roved Services Req	uirement:				
Stude	ents to be Served		English Learne	rs 🗌 F	oster Youth [Low Income					
			Scope of Services	☐ LEA-wi	ide 🗌 Scho	oolwide OF	R 🗌 Limit	red to Unduplicated Student Group(s)			
	Location(s)		All Schools	ols Specific Schools: Specific Grade spans:							
ACTIONS/SI	ACTIONS/SERVICES										
2017-18				2018-19			2019-20				
☐ New ∑	Modified		Unchanged	☐ New	Modified	Unchanged	☐ New				
B. To provide a safe and comfortable learning and collaboration environment facilities, furniture, and grounds must be well maintained. Digital Check in B. To provide a safe and comfortable learning and collaboration environment facilities, furniture and grounds must be well maintained. B. To provide a safe and comfortable learning and collaboration environment facilities, furniture and grounds must be well maintained.							environment facilities, furniture, and				

system and background check system will be implemented.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$117,951	Amount	\$122,866	Amount	\$127,781
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries LCFF	Budget Reference	2000-2999: Classified Personnel Salaries LCFF	Budget Reference	2000-2999: Classified Personnel Salaries LCFF
Amount	\$45,918	Amount	\$47,831	Amount	\$50,223
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits Furniture and materials for learning /safe environment / signage	Budget Reference	3000-3999: Employee Benefits Furniture and materials for learning safe environment / signage	Budget Reference	3000-3999: Employee Benefits Furniture and materials for learning safe environment / signage
Amount	\$47,894	Amount	\$50,415	Amount	\$52,936
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies Raptor Technologies	Budget Reference	4000-4999: Books And Supplies Raptor Technologies	Budget Reference	4000-4999: Books And Supplies Raptor Technologies
Amount	\$126,530	Amount	\$133,189	Amount	\$139,848
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$123,537	Amount	\$130,039	Amount	\$136,541
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5900: Communications Radios- upgrade, replace	Budget Reference	5900: Communications Radios- upgrade, replace	Budget Reference	5900: Communications Radios- upgrade, replace
Amount	94,111.00	Amount	94,111.00	Amount	94,111.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies General materials and supplies	Budget Reference	4000-4999: Books And Supplies General materials and supplies	Budget Reference	4000-4999: Books And Supplies General materials and supplies

Amount	166,933				Amount	166,933		Amount	166,933		
Source	LCFF				Source	LCFF		Source	LCFF		
Budget Reference	5000-5999: Serv Operating Exper Services for gen sanitation and sa	nditures eral facil),	Budget Reference				5000-5999: Services And Other Operating Expenditures Services for general facilities upkeep, sanitation and safety		
Amount	24,000.00				Amount	24,000.00		Amount	24,000.00		
Source	LCFF				Source	LCFF		Source	LCFF		
Budget Reference	5800: Profession And Operating E Maintenance pro services	Expenditu	ıres		Budget Reference	And Operating	onal/Consulting Services Expenditures rofessional consulting	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Maintenance professional consulting services		
Amount	10,000.00				Amount	0		Amount	0		
Source	LCFF				Source	Not Applicable		Source	Not Applicable		
Budget Reference	5000-5999: Serv Operating Exper resurface play/st	nditures			Budget Reference	Not Applicable		Budget Reference	Not Applicable		
Action	3										
For Actions/	Services not ir	ncluded	d as contr	ibutin	g to meeting	the Increased	or Improved Service	s Requirement	:		
Stude	ents to be Served		All] :	Students with	Disabilities	Specific Stud	dent Group(s)]			
	Location(s)		All Schoo	ls	☐ Specifi	c Schools:			Specific Grade spans:		
						OR					
		ded as	contributi	ng to	meeting the	Increased or I	mproved Services R	equirement:			
<u>Stud</u>	ents to be Served		English Le	earner	rs 🗌	Foster Youth	Low Income				
			Scope of Se	ervices	☐ LEA-v	vide 🗌	Schoolwide	OR 🗌 Limi	ited to Unduplicated Student Group(s)		

	Location(s)		All Schools		Specif	ic Scho	ools:			Specific Grade spans:					
ACTIONS/S	ERVICES														
2017-18				201	8-19					201	9-20				
☐ New [Modified		Unchanged		New		Unchanged		New		Modified		Unchanged		
C. District data indicates a need for increased parent involvement and increased number of opportunities for students to demonstrate visual and performing art skills, such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA opportunities. In order to meet the need of appropriate performing airflow/cooling in the Auditorium/Cafeteria in order to provide an appropriate environment for activities that will be principally directed toward the entire student population. The district will expect to see an increase in the number of VAPA opportunities available to students. C. District data indicates a need for increased parent meetings and extracurricular/ VAPA opportunities for students to demonstrate visual and performing art skills, such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA opportunities. In order to meet the need, the district will provide a solution to improving airflow/cooling in the Auditorium/Cafeteria in order to provide an appropriate environment for activities that will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population such as: before and after school interventions, student engagement/ attendance/ positive behavior activities that will be principally directed toward the unduplicated student population and are effective in meeting the district will expect to see an increase in the number of vapa opportunities. The district will expect to see an increase in the number of parents attending parent involvement and increased number of opportunities for students to demonstrate visual and performing art skills, such as: before and after school interventions, student engagement/ attendance/ positive behavior activities apportunities and an increase in the number of vapa opportunities. In												r of visual and after school dance/ positive etings, and der to meet the nd performance to provide an will be ed student e district goal ich as: before gagement/ pecialized PA ee an increase involvement			
BUDGETED 2017-18	EXPENDITURE	<u>S</u>		201	8-19					201	9-20				
Amount	\$20,000			Amo	unt	\$20,	,000			Amo	unt	\$20,	000		
Source	LCFF			Sour	rce	LCFI	F			Sour	ce	LCFI	LCFF		
Budget Reference	6000-6999: Capit Cafeteria Air	al Outla	ay		Budget Reference Budget Reference Budget Reference Budget Reference									,	
Action 4															
For Actions	Services not in	cluded	d as contributi	ng to n	neeting	the Ir	ncreased c	or Impro	oved Services	Requ	irement	:			
Stud	Students to be Served All Students with Disabilities [Specific Student Group(s)]														

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served English Learners Foster Youth Low Income
English Learners Foster Youth Low Income
English Learners
Location(s) All Schools Specific Schools: Specific Grade spans: ACTIONS/SERVICES 2017-18 2018-19 D. Our unduplicated students have the least opportunities to engage in preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative health care measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative healthroentonal issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student meeting the district goal for the unduplicated student meeting the district goal for the unduplicated student population and are effective in meeting the district goal for the unduplicated student population and are effective in meeting the district goal for the unduplicated student population and are effective in meeting the district goal for the unduplicated student population and are effective in meeting the district goal for the unduplicated student population and are effective in meeting the district goal for the unduplicated student population a
ACTIONS/SERVICES 2017-18 2018-19 D. Our unduplicated students have the least opportunities to engage in preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative health care experiences in regards to preventative health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the
2017-18 D. Our unduplicated students have the least opportunities to engage in preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the
2017-18 D. Our unduplicated students have the least opportunities to engage in preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the
D. Our unduplicated students have the least opportunities to engage in preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student measures through a site LVN to assist in dusseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population and are effective in meeting the district goal for the unduplicated student population and meeting the district goal for the unduplicated student population and meeting the district goal for the unduplicated student population and meeting the district goal for the unduplicated student population and meeting the district goal for the unduplicated student population and meeting the district goal for the unduplicated student population and meeting the district goal for the unduplicated student pop
D. Our unduplicated students have the least opportunities to engage in preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student meeting the least opportunities to engage in preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student
to engage in preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to parents in regards to parents in regards to parents in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population and experiences in and outside of the regular school day. Because of this need the District will provide preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student
to have an increased academic achievement for all unduplicated students as unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPA. In addition, the district expects to decrease the number of chronically absent students and increase attendance rates. academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPA. In addition, the district expects to decrease the number of chronically absent students and increase attendance rates.
<u>BUDGETED EXPENDITURES</u> 2017-18 2018-19 2019-20
Amount \$30,102 Amount \$31,356 Amount \$32,610

Source	LCFF			Source	LCFF		Source	LCFF					
Budget Reference	2000-2999: Clas Salaries LCFF	sified P	ersonnel	Budget Reference	2000-2999: Classific LCFF	ed Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries LCFF					
Amount	\$21,130			Amount	\$22,010		Amount	\$22,890					
Source	LCFF			Source	LCFF		Source	LCFF					
Budget Reference	3000-3999: Emp	loyee B	enefits	Budget Reference	3000-3999: Employ LCFF	ee Benefits	Budget Reference	3000-3999: Employee Benefits LCFF					
Action	5												
For Actions/	Services not in	nclude	d as contributin	g to meeting	the Increased or	Improved Services	Requirement:						
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served													
Location(s) All Schools													
					OR								
For Actions/	Services includ	ded as	contributing to	meeting the	Increased or Imp	roved Services Req	uirement:						
Stude	ents to be Served		English Learne	rs 🗵 F	oster Youth	☑ Low Income							
	,		Scope of Services	☐ LEA-wi	ide 🗌 Sch	oolwide O F	R 🗌 Limit	red to Unduplicated Student Group(s)					
	Location(s)	\boxtimes	All Schools	Specific	: Schools:			Specific Grade spans:					
ACTIONS/S	ERVICES												
2017-18				2018-19			2019-20						
☐ New [Modified		Unchanged	☐ New	Modified		☐ New	☐ Modified ☑ Unchanged					
unduplicated st engage in activ	uating circumstan udents have not h ities that identify s d behavior progra	ad the d	opportunity to who are in need	unduplicated sengage in acti	enuating circumstance students have not had vities that identify stu nd behavior program		unduplicated s engage in acti	nuating circumstances, many of our students have not had the opportunity to vities that identify students who are in need and behavior programs and intervention, in					

and outside of the regular school day. Because of this need the District will provide Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place. Time to Teach behavior program will be continued and will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. District will encourage an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities. banners, motivational speakers, rallies). As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

and outside of the regular school day. Because of this need the District will provide Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place. Time to Teach behavior program will be continued and will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. District will encourage an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities. banners, motivational speakers, rallies). As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the FI PAC.

2018-19

and outside of the regular school day. Because of this need the District will provide Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place. Time to Teach behavior program will be continued and will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. District will encourage an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities. banners, motivational speakers, rallies). As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the FI PAC.

2019-20

BUDGETED EXPENDITURES

2017-18

Amount	\$3,528				Amou	unt	\$3,675			Amount	\$3,822		
Source	LCFF				Source	ce	LCFF			Source	LCFF		
Budget Reference	1000-1999: Cer Salaries LCFF	tificated	l Person	nel	Budge Refer		1000-1999: C Salaries LCFF	ertificated	Personnel	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF		
Amount	φο,ους φο,ους												
Source	LCFF				Sourc	ce	LCFF			Source	LCFF		
Budget Reference	4000-4999: Boo LCFF	ks And	Supplie	s	Budge Refer		4000-4999: B LCFF	ooks And	Supplies	Budget Reference	4000-4999: Books And Supplies LCFF		
Action	6												
For Actions	/Services not i	nclude	ed as c	ontribut	ing to m	eeting	the Increase	ed or Imp	roved Services	Requirement:			
Stuc	dents to be Served		All		Studen	ts with [Disabilities		[Specific Studer social skills SST		udents identified through discipline/		
Location(s) All Schools Specific Schools:											Specific Grade spans:		
							0	R					

For Actions/	Services inclu	ded as	contributing to	meetir	ng the li	ncreased	or Impro	vec	d Services Red	quirem	ent:				
Stude	ents to be Served	\boxtimes	English Learner	s [⊠ F	oster Yout	h 🖂	L	Low Income						
			Scope of Services		LEA-wid	de 🗌	Schoo	olwic	de O	R 🗌	Limit	ed to I	Unduplicate	ed Stud	ent Group(s)
	Location(s)	\boxtimes	All Schools		Specific	Schools:							Specific Gra	ade spa	ns:
ACTIONS/SE	ERVICES														
2017-18				2018	-19					2019	-20				
⊠ New □	Modified		Unchanged		New [Mod	ified		Unchanged		New		Modified		Unchanged
unduplicated stuengage in activisocial skills and the regular schowill provide suppsychology servicounseling s	uating circumstar udents have not have not have not have not have that assist the counselling service of day. Because blemental services in providing ices (Tiger Talks oviding referrals ds to socio-emotion and loss of in principally directed and loss of in principally directed and population ariet goal for the unsupplement the coexpect to see increased as a supplement of all students as many sell as increasing growth in the ELP to see a decreased adents in the under the supplement in the under the coexpect to see and the supplement of the see and the supplement in the the supplement in the the supplement in the under the supplement in the supplem	ad the cose who ces, in a of this restriction and Berand coronal issued toward and are induplicationed toward are schelased aneasured perceased aneasured in suspension and are in a coronal issued aneasured perceased aneasured perceased aneasured perceased aneasured perceased in suspension and are in suspension and are in suspension and a coronal in suspension and	proportunity to are in need of and outside of need the District wills and navior municating with ues in order to anal time. The difference of the effective in steed student eduled 2 days. In accordance of the effective in steed student eduled 2 days. In accordance of the effective in steed student eduled 2 days. In accordance of the effective in steed student eduled 2 days. In accordance of the effective in the	F. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that assist those who are in need of social skills and counselling services, in and outside of the regular school day. Because of this need the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. To supplement the core scheduled 2 days. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Additionally, the district expects to see a decrease in suspensions and absences for students in the unduplicated population.							F. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that assist those who are in need of social skills and counselling services, in and outside of the regular school day. Because of this need the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. To supplement the core scheduled 2 days. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Additionally, the district expects to see a decrease in suspensions and absences for students in the unduplicated population.				
BUDGETED 2017-18	<u>EXPENDITURE</u>	<u>ES</u>		2018	-19					2019	-20				
Amount	11,000.00			Amour	nt	11,000.00				Amou	nt	11,00	0.00		

Source	LCFF			Source	LCFF		Source	LCFF						
Budget Reference	5800: Profession And Operating E 1 supplemental	Expenditu		Budget Reference	5800: Professional/ And Operating Exp 1 supplemental day		Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1 supplemental day						
Action	7													
For Actions/	Services not in	ncluded	d as contributin	ng to meeting t	he Increased or	Improved Services	Requirement:							
Stude	ents to be Served		All 🗆	Students with D	visabilities [Specific Stude	nt Group(s)]							
	Location(s)	\boxtimes	All Schools	☐ Specific	Schools:			Specific Grade spans:						
					OR									
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:														
Stude	Students to be Served English Learners Foster Youth Low Income													
			Scope of Services	LEA-wi	de 🗌 Sch	oolwide OI	R 🗌 Limit	ted to Unduplicated Student Group(s)						
	Location(s)		All Schools	☐ Specific	Schools:			Specific Grade spans:						
ACTIONS/S	<u>ERVICES</u>													
2017-18				2018-19			2019-20							
☐ New [Modified		Unchanged	☐ New	Modified		☐ New	☐ Modified ☑ Unchanged						
G. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that assist those who are in need of social skills and counselling services, in and outside of the regular school day. Because of this need the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. G. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that assist those who are in need of social skills and counselling services, in and outside of the regular school day. Because of this need the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time.														

Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. To supplement the core scheduled 2 days. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Additionally, the district expects to see a decrease in suspensions and absences for students in the unduplicated population.

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2017-18					2018-19				2019-20	J	
Amount	22,000.00				Amount	22,000.00			Amount	2	22,00.00
Source	LCFF				Source	LCFF			Source	L	CFF
Budget Reference	5800: Profession And Operating E 2 required days	Expend		Services	Budget Reference		ting Expendi	sulting Services tures	Budget Reference	Θ Δ	5800: Professional/Consulting Services And Operating Expenditures 2 required days
Action	8										
For Actions	Services not i	nclude	ed as co	ontribut	ing to meetir	ng the Increa	sed or Imp	proved Services	Requirem	nent:	
Stud	ents to be Served	\boxtimes	All		Students wit	th Disabilities		[Specific Stud	ent Group(s	<u>s)]</u>	
	Location(s)		All Sc	hools	☐ Spec	cific Schools:					Specific Grade spans:
							OR				
For Actions	Services inclu	ded a	s contr	ibuting t	to meeting th	ne Increased	or Improv	ed Services Re	quirement	:	
Stud	ents to be Served		Englis	sh Learn	ers 🗌	Foster Yout	h 🗌	Low Income			
			Scope	of Service	LEA	A-wide 🗌	School	wide C	DR 🗌	Limited	d to Unduplicated Student Group(s)
	Location(s)		All Sc	hools	☐ Spec	cific Schools:					Specific Grade spans:

ACTIONS/SERVICES

2017-18		2018-19		2019-20			
⊠ New	☐ Modified ☐ Unchanged	New	☐ Modified ☑ Unchanged	☐ New	☐ Modified ☐ Unchanged		
Education / HIV their middle sc the District will course for stud	istrict is required to provided a Sex V Prevention course for students in one of hool years. Because of this requirement, provide a Sex Education / HIV Prevention lents in the 7th grade. As a result, we the state requirement.	HIV Prevention school years. will provide a	is required to provided a Sex Education / n course for students in one of their middle Because of this requirement, the District Sex Education / HIV Prevention course for a 7th grade. As a result, we expect to meet irement.	HIV Prevention school years. will provide a	is required to provided a Sex Education / n course for students in one of their middle Because of this requirement, the District Sex Education / HIV Prevention course for a 7th grade. As a result, we expect to meet irement.		
BUDGETED	<u> EXPENDITURES</u>						
2017-18		2018-19		2019-20			
Amount	\$3,515	Amount	\$3,700	Amount	\$3,900		
Source	LCFF	Source	LCFF	Source	LCFF		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures FCOE- Positive Prevention Contract	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures FCOE- Positive Prevention Contract	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures FCOE- Positive Prevention Contract		

Strategic	Planning	Details	and	Accountability	,

Strategic Planning Details and Accountability														
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.														
		New	⊠ M	odified			Uncl	hanged						
Goal 3														
State and/or Local Priorities Addressed by this goal: STATE														
LOCAL Identified Need Classroom teacher feedback and student SBAC assessment data indicates a need for continued professional development in rigor, implementation and integration of the common core standards. Implementation of the CCSS will be assured through regular classroom visitations and documentation.														
EXPECTED ANNUAL MI	EASUR	ABLE OUTCOMES												
EXPECTED ANNUAL MEASURABLE OUTCOMES Metrics/Indicators Baseline 2017-18 2018-19 2019-20														
Retain fully credentialed teachers with no mis- assignments nor vacancies measured by Credentials of SARC review and decrease number of teachers on temparary credentials (PIP, STIP)	r e the	For the 2016-2017 so staffing lists shows 7 teachers have obtain multiple subject/clear	6% (13/17) ned a	staffing teacher	2017-2018 lists showers have obe subject/cl	s 87% (15 tained a	5/17)	staffing I (17/17) t	ists shows eachers h e subject/o	ave obtain	ned (1	taffing lists s	ers have obtained	
PLANNED ACTIONS / SERVICES Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.														
4	lowing t	able for each of the LE	A's Actions/S	oci vices.		ic table, ii	iciuairię	y Budgete	u Experiui	iures, as n	ieeaea.			
Complete a copy of the folk Action Tor Actions/Services representations					·			-	·		leeded.			

	Location(s)		All Schools		Specific	Scho	ols:						s	pecific Gr	ade spa	ans:
							OR									
For Actions/	Services include	ded as	contributing to	meeti	ng the	Increa	ased or In	nproved	d Service	es Requ	iirement	t:				
Stude	ents to be Served	\boxtimes	English Learner	S	⊠ I	Foster	Youth		Low Inco	ome						
			Scope of Services		LEA-w	ide	□ S	choolwid	de	OR		Limite	ed to U	Jnduplicat	ed Stud	lent Group(s)
	Location(s)		All Schools	\boxtimes	Specific	Scho	ols:					[□ s	specific Gr	ade spa	ans:
ACTIONS/SI	ERVICES															
2017-18				2018	8-19						2019-2	0				
☐ New [Modified		Unchanged		New		Modified		Unchar	nged	□ N	ew [Modified		Unchanged
opportunities to learning and ST outside of the re our LEA will pur lessons to imple broad course of materials and s the unduplicate meeting the dis population. As a academic achie measured by C	nduplicated studer engage in creative FEAM experience egular school day, rehase materials are ment CC standar of study requires supplies will be pring d student population of the uncontract goal for the uncontract goal for the uncontract of the experience of ELs materials are supplied to the experience of	re thinking, to fur Becau and suppreds and upplemencipally ion and induplicate to see duplicate ELA as	ng and hands on ther learning, use of this need, plies to support offer a rigorous ental instructional directed toward are effective in ated student increased ed students as	to eng STEA regula purch imple cours mater the ur meeti popul acade meas increa	gage in comment CO see of student and unduplicating the diation. Assemic achieved by the comment of the comment	creative riences I day.	students hat thinking are thinking are, to further Because of and supplies ards and offices suppler dent popula oal for the ualt, we expent for all unop Math and es of ELs met for ELs met for BLs me	id hands learning, this need to suppo fer a rigor mental institution and a funduplicate to see iduplicated d ELA as	on learning outside of dispersion outside of dispersion outside outsid	ng and of the A will s to d il oward ive in ent d ts as	to engage STEAM regular superchase implement course of materials the undurated meeting population academic measures.	ge in created by Cold	eative ences, day. Brials are standa requirupplies d stude are sulevemer AASPI	thinking an to further I ecause of the supplies and offes supplenes will be prient populated for the unterfer all un Math and	d hands earning, this need to supple a rigo nental indicated to see duplicated ELA as	directed toward are effective in ated student increased ed students as
BUDGETED	EXPENDITURE	<u> </u>														
2017-18				2018	8-19						2019-2	0				
Amount	\$18,394			Amou	ınt	\$19,3	62				Amount	:	\$20,33	30		
Source	LCFF			Sourc	ce	LCFF					Source		LCFF			
Budget Reference	5800: Profession And Operating E			Budge Refer	et ence		Profession			/ices	Budget Reference			Profession		ulting Services

	LCFF - Greenfield Lexia		LCFF - Greenfield Lexia		LCFF - Greenfield Lexia
Amount	\$4,093	Amount	\$4,308	Amount	\$4,523
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - IXL	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - IXL	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - IXL
Amount	\$2,988	Amount	\$3,145	Amount	\$3,302
Source	LCFF	Source	LCFF		LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Reflex Math	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Reflex Math	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Reflex Math
Amount	\$1,489	Amount	\$1,567	Amount	\$1,645
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies LCFF - Brain Pop	Budget Reference	4000-4999: Books And Supplies LCFF - Brain Pop	Budget Reference	4000-4999: Books And Supplies LCFF - Brain Pop
Amount	\$5,892	Amount	\$6,203	Amount	\$6,513
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Illuminate	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Illuminate
Amount	\$4,176	Amount	\$4,396	Amount	\$4,616
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Renaissance	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Renaissance	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Renaissance
Amount	\$13,724.00	Amount	13,724.00	Amount	13,724.00
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies Instructional Material	Budget Reference	4000-4999: Books And Supplies Instructional Material	Budget Reference	4000-4999: Books And Supplies Instructional Material

Action

For Actions/Services not in	nclude	d as contributir	ng to meeting the Increased or Improved Services R	Requirement:									
Students to be Served		All 🗌	Students with Disabilities [Specific Students]	t Group(s)]									
Location(s)		All Schools	Specific Schools:	Specific Grade spans:									
			OR										
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:													
Students to be Served		English Learne	ers 🛛 Foster Youth 🖾 Low Income										
		Scope of Services	□ LEA-wide □ Schoolwide OR	Limited to Unduplicated Student Group(s)									
Location(s)		All Schools	☐ Specific Schools:	Specific Grade spans:									
ACTIONS/SERVICES													
2017-18			2018-19	2019-20									
☐ New ☑ Modified		Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged									
B. When reviewing data for Center School, data indicates that are being made there is still a low meeting grade level standards in In order to increase academic act to continue the implementation at Core standards, to meet the neest aff will be provided with profess opportunities to develop new institute area of student engagement, and CC integration through the unand the Writing Process and othe increased services will be principunduplicated student population meeting the district goal for the upopulation. As a result, we expendiced academic achievement for all unimeasured by CAASPP Math and	at althouw number in ELA are chievement of tare in a chievement in a chievemen	agh positive gains er of students are and Mathematics. ent and in order of the Common regeted students, earning al strategies, in logy integration, uided Reading standards exted toward the effective in ated student encreased end students as	B. When reviewing data for all students at Orange Center School, data indicates that although positive gains are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement and in order to continue the implementation and rigor of the Common Core standards, to meet the needs of targeted students, staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as	B. When reviewing data for all students at Orange Center School, data indicates that although positive gains are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement and in order to continue the implementation and rigor of the Common Core standards, to meet the needs of targeted students, staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as									

increased per the ELPAC.	centages of ELs making annual growth in	increased per the ELPAC.	rcentages of ELs making annual growth in	increased percentages of ELs making annual growth in the ELPAC.			
BUDGETE	D EXPENDITURES						
2017-18		2018-19		2019-20			
Amount	\$560	Amount	\$583	Amount	\$612		
Source	LCFF	Source	LCFF	Source	LCFF		
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF		
Amount	\$1,536	Amount	\$1,617	Amount	\$1,697		
Source	LCFF	Source	LCFF	Source	LCFF		
Budget Reference	4000-4999: Books And Supplies LCFF	Budget Reference	4000-4999: Books And Supplies LCFF	Budget Reference	4000-4999: Books And Supplies LCFF		
Amount	\$11,664.00	Amount	\$11,664	Amount	\$11,664		
Source	Title II	Source	Title II	Source	Title II		
Budget Reference	5000-5999: Services And Other Operating Expenditures Teacher Training - ELA and Math	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Teacher Training - ELA and Math	Budget Reference	5000-5999: Services And Other Operating Expenditures Teacher Training - ELA and Math		
Amount	\$11,664.00	Amount	\$11,664	Amount	\$11,664		
Source	Title II	Source	Title II	Source	Title II		
Budget Reference	4000-4999: Books And Supplies Teacher resources - ELA	Budget Reference	4000-4999: Books And Supplies Teacher resources - ELA	Budget Reference	4000-4999: Books And Supplies Teacher resources - ELA		
Action	3						
For Actions	s/Services not included as contributir	ng to meeting	the Increased or Improved Services	Requiremen	t:		
Stu	idents to be Served All	Students with	Disabilities Stude	nt Group(s)]			
	Location(s) All Schools	☐ Specifi	c Schools:		Specific Grade spans:		
			OR				

For Actions/	Services inclu	ded as	contributing to	meeti	ing the	e Incre	ased or	Improve	ed Service	s Requ	uirement:				
Stude	ents to be Served		English Learner	S	\boxtimes	Foster	· Youth		Low Incor	ne					
			Scope of Services		LEA-	wide		Schoolv	vide	OR	Lim	ited to	Unduplicate	d Stude	ent Group(s)
	Location(s)		All Schools		Speci	fic Scho	ools:						Specific Gra	de spa	ns:
ACTIONS/SI	<u>ERVICES</u>														
2017-18				2018	8-19						2019-20				
☐ New [Modified		Unchanged		New		Modifie	d 🖂	Unchan	ged	☐ New		Modified		Unchanged
opportunities to technology to furn and outside of need, our LEA vimplementation will provide profimaterials in the technology, and Instruction Departmentation and for the unduplic expect to have unduplicated sti	M experiences Because of this e standard n, the district plemental natics, riculum and s will be ed student e district goal s a result, we vement for all	to eng further of the will contect techn profes areas through increas undup meeti popul acade meas increas	gage ir er learn e regula continue cology i ssional s of scie gh FC0 ased se plicated ing the lation. A surred b	n creative ing, and ar school common tegration in tegrati	e thinking, STEAM of day. Become on Core sign, the dispersion, the dispersion and support the population of the dispersion of the dispersi	use of te experience cause of the andard in trict will polemental s, technoled instruction cipally direct on and are e unduplicated and ELA a	materials in ogy, and EL/on Department of the certed toward effective in cated student ve increased ted students	tside r LEA on and the A, ent d the it	to engage in further learni of the regular will continue technology in professional areas of scie through FCO increased se unduplicated meeting the oppulation. A academic ac measured by	creative ng, and r school Commo ntegratio learning nce, ma E Curric rvices w student district g as a resu hieveme r CAASF	thinking, use STEAM expe day. Becaus n Core standan, the district and supplemented thematics, tectulum and Insill be principal population alloal for the under the thematics and supplemented the thematics and supplemented thematics and su	of tech riences e of this ard impl will provental me chnolog truction lly direct duplicate to have uplicate ELA as	in and outside aneed, our LEA ementation and vide aterials in the y, and ELA, Department ted toward the effective in led student increased distudents as		
BUDGETED 2017-18	EXPENDITURI	<u>ES</u>		2018	R-19						2019-20				
Amount	81,522.00			Amou		81,52	22.00				Amount	81,52	2.00		
Source	LCFF			Sourc	ce	LCFF	•				Source	LCFF	:		
Budget Reference	5800: Profession And Operating E LCFF			Budg Refer			Operating		sulting Servioures	ces	Budget Reference		Operating Exp		iting Services es
Amount	131,997.00			Amou	ınt	\$131	,997				Amount	\$131	997		

Source	Title I			Source	Title I		Source Title I						
Budget Reference	4000-4999: Boo supplement core		Supplies	Budget Reference	4000-4999: Books A	nd Supplies	Budget 4000-4999: Books And Supplies Reference						
Action	4												
For Actions	Services not in	nclude	d as contributir	ng to meeting t	the Increased or I	mproved Services	Requirement:						
Stud	ents to be Served		All 🗌	Students with D	Disabilities	Specific Stude	nt Group(s)]						
	Location(s) All Schools Specific Schools: Specific Grade spans:												
					OR								
For Actions	ctions/Services included as contributing to meeting the Increased or Improved Services Requirement:												
Stud	ents to be Served		English Learne	ers 🗌 F	oster Youth [] Low Income							
			Scope of Services	LEA-wi	de 🗌 Scho	olwide O l	R 🗌 Limit	ed to Unduplicated	d Student Group(s)				
	Location(s)		All Schools	☐ Specific	Schools:			☐ Specific Grad	de spans:				
ACTIONS/S	ERVICES												
2017-18				2018-19			2019-20						
⊠ New [Modified		Unchanged	☐ New	Modified	☑ Unchanged	☐ New	Modified	☑ Unchanged				
D. State law requires that all students have access to state adopted core curriculum. Because of this need, the district will purchase state adopted curriculum in order to provide students with CC standards based materials and in order for hte district to offer a rigorous broad course of study. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. D. State law requires that all students have access to state adopted core curriculum. Because of this need, the district will purchase state adopted core curriculum in order to provide students with CC standards based materials and in order for hte district to offer a rigorous broad course of study. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.													

2017-18		2018-19		2019-20	
Amount	\$40,000	Amount	\$42,817	Amount	\$44,958
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	0000: Unrestricted LCFF - Core	Budget Reference	0000: Unrestricted LCFF - Core	Budget Reference	0000: Unrestricted LCFF - Core

<u> </u>	•	110, 00																		
Strategic Planning Details and Accountability																				
Complete a copy of the follo	wing ta	able for each of the LEA	's goals. E	Ouplica	te the	table a	s nee	ded.												
		New	\boxtimes	Modi	fied					Uncha	anged									
Goal 4		ase the number of parer ir students.	nts, family	and co	mmur	nity stal	kehold	lers th	at pa	ırticipat	te in ac	ctivities	s that a	are dir	ectly r	elated	to the	e educ	ational (experiences
State and/or Local Priorities	STATE COE LOCAL		1 9		2 10		3		4		5		6		7		8			
Identified Need																				
EXPECTED ANNUAL MEASURABLE OUTCOMES																				
Metrics/Indicators		Baseline	9			2	017-1	8				2	018-1	9				2	019-20	
Parental Engagement as measured by a summary of progress based on sign in sheets from parent engage activities.	number of irent es was number of irent es was 57.	; :	parents	se the a s attend ement a	ding pa	arent		p	ncreas parents engage	atten	ding p	arent		pa	arents	atten	average ding par activitie			
PLANNED ACTIONS / Complete a copy of the fo			EA's Actio	ns/Ser	vices.	Duplica	ate the	e table	, incl	uding E	Budget	ed Exp	pendit	ures, a	as nee	eded.				
For Actions/Services	not in	cluded as contributi	ng to me	eeting	the I	ncrea	sed (or Im	prov	ed S	ervice	s Re	quire	ment	:					
Students to be Se	rved							_												

[Specific Student Group(s)]

Students with Disabilities

All

Location(s)		All Schools	☐ Specific Schools: ☐ Specific Grade spans:						
			OR						
For Actions/Services inclu	ded as	contributing to	meeting the Increased or Improved Services Requirement:						
Students to be Served		English Learner	rs 🗵 Foster Youth 🖾 Low Income						
		Scope of Services	□ LEA-wide □ Schoolwide						
<u>Location(s)</u>		All Schools	☐ Specific Schools: ☐ Specific Grade spans:						
ACTIONS/SERVICES									
2017-18			2018-19 2019-20						
☐ New ☑ Modified		Unchanged	New ☐ Modified ☒ Unchanged ☐ New ☐ Modified ☒ Unchanged						
A. Data indicates that our unduplicated students / families have the least opportunities to become aware of vital school information and educational topics. Because of this need, administration and support staff will increase of this need, administration and support staff will increase of this need, in administration and support staff will increase of this need, in administration and support staff will increase of this need, in administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, education related participation incentives, childcare / educational activities made available during all evening parent meetings will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. A. Data indicates that our unduplicated students / families have the least opportunities to become aware of vital school information and educational topics. Because of this need, in administration and educational topics. Because of this need, in administration and educational topics. Because of this need, in administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, education related participation incentives, childcare / educational activities made available during all evening parent meetings will be principally directed toward the unduplicated student population. As a result, we expect to see an increase in academic achievement for all unduplicated student population. As a result, we expect to see an increase in academic a									

BUDGETED EXPENDITURES

2017-18 2018-19 2019-20

Amount	\$120,107	Amount	\$125,424	Amount	\$130,441		
Source	LCFF	Source	LCFF	Source	LCFF		
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF / Base	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF		
Amount	\$28,278	Amount	\$29,456	Amount	\$30,634		
Source	LCFF	Source	LCFF	Source	LCFF		
Budget Reference	3000-3999: Employee Benefits LCFF	Budget Reference	3000-3999: Employee Benefits LCFF	Budget Reference	3000-3999: Employee Benefits LCFF		
Amount	\$28,842	Amount	\$30,044	Amount	\$31,245		
Source	Title I	Source	Title I	Source	LCFF		
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	\$5,656	Amount	\$5,892	Amount	\$6,128		
Source	Title I	Source	Title I	Source	Title I		
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits		
Amount	\$831	Amount	\$875	Amount	\$920		
Source	LCFF	Source	LCFF	Source	LCFF		
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies		
Amount	13,800.00	Amount	13,800.00	Amount	13,800.00		
Source	LCFF	Source	LCFF	Source	LCFF		
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences and Professional Learning Costs	Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences and Professional Learning Costs	Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences and Professional Learning Costs		
Amount	120,225.00	Amount	120,225.00	Amount	120,225.00		
Source	LCFF	Source	LCFF	Source	LCFF		

Budget Reference	And Operation	g Expend	nsulting Services itures ve Expenditures	Budget Reference	And Operating Ex	/Consulting Services penditures strative Expenditures	Budget Reference	And Operating Ex	al/Consulting Services penditures strative Expenditures
Action	2								
For Actions	s/Services n	t include	ed as contribut	ing to meeting	the Increased or	Improved Services	Requirement	:	
Stu	udents to be Serv	ed	All 🗌	Students with	Disabilities	Specific Stude	ent Group(s)]		
	Location	<u>s)</u>	All Schools	☐ Specifi	c Schools:			☐ Specific Gra	ide spans:
					OR				
For Actions	s/Services in	cluded a	s contributing	to meeting the	Increased or Im	proved Services Red	quirement:		
Stu	udents to be Serv	ed 🖂	English Learn	ers 🛚	Foster Youth				
			Scope of Service	ES LEA-v	vide 🗌 Sc	noolwide O	PR 🗌 Limi	ted to Unduplicate	ed Student Group(s)
	Location	<u>s)</u>	All Schools	☐ Specifi	c Schools:			Specific Gra	ade spans:
ACTIONS/S	<u>SERVICES</u>								
2017-18				2018-19			2019-20		
☐ New	Modif	ed 🗌	Unchanged	☐ New	Modified	Unchanged	☐ New	Modified	☐ Unchanged
families have activities gear education as i this need,the I sessions. The parent involve standards and community in directed towar are effective ir unduplicated s	the least opported towards partit relates to edu District will increse sessions werent team, to district that are put. Increased rd the unduplican meeting the ostudent population	unities to ent involve cational to ease parer I be providurents on determine services vared studer strict goal on. As a	ement and parent pics. Because of ntal involvement ded by district Common Core ed by parents and vill be principally nt population and	have the leas geared towar as it relates to need,the Dist sessions. Th parent involve standards an community in directed towar are effective unduplicated	et opportunities to en ds parent involveme o educational topics. trict will increase para lese sessions will be ement team, to pare d topics that are dete put. Increased servard the unduplicated in meeting the district student population.	nt and parent education Because of this ental involvement provided by district ats on Common Core ermined by parents and ices will be principally student population and	have the least geared toward as it relates to need,the Distr sessions. The parent involve standards and community in directed toward are effective in unduplicated:	t opportunities to ends parent involvemed educational topics. The rest of the parent team, to parent team, to parent team, to parent topics that are detected. Increased served the unduplicated in meeting the district student population.	nt and parent education Because of this ental involvement provided by district nts on Common Core ermined by parents and vices will be principally student population and

activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

BUDGETED EXPENDITURES

2017-18				2018-19			2019-20			
Amount	\$3,149			Amount	\$3,280		Amount	\$3,411		
Source	LCFF			Source	LCFF		Source	LCFF		
Budget Reference	1000-1999: Cert Salaries LCFF	tificated P	ersonnel	Budget Reference	1000-1999: Certifica Salaries LCFF	ted Personnel	Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	\$27,955			Amount	\$29,120		Amount	\$30,285		
Source	Title I			Source	Title I		Source	Title I		
Budget Reference	2000-2999: Clas Salaries	ssified Pe	rsonnel	Budget Reference	2000-2999: Classifie	ed Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	\$4,814			Amount	\$5,015		Amount	\$5,216		
Source	Title I			Source	Title I		Source	Title I		
Budget Reference	3000-3999: Emp	oloyee Be	nefits	Budget Reference	3000-3999: Employe	ee Benefits	Budget Reference	3000-3999: Employee Benefits		
Action	3									
For Actions	/Services not in	ncluded	as contributir	ng to meeting	the Increased or I	mproved Services	Requirement:			
Stud	ents to be Served		All 🗌	Students with [Disabilities [Specific Stude	nt Group(s)]			
	Location(s)		All Schools	Specific	Schools:			Specific Grade spans:		
					OR					
		ded as	contributing to	meeting the	Increased or Impr	oved Services Req	uirement:			
Stud	ents to be Served		English Learne	rs 🛚 I	Foster Youth 🔀	Low Income				

			Scope of Services											
	Location(s)		All Schools	☐ Spe	cific Scho	ools:						Specific Gra	ide spa	ns:
ACTIONS/S	ERVICES													
2017-18				2018-19					2019	9-20				
☐ New [Modified		Unchanged	☐ Nev	V	Modified		Unchanged		New		Modified		Unchanged
and Hmong fan provide extensi who speak Hmo District will provand outreach at Hmong/ Spanis attendance, sch Increased servi unduplicated st meeting the dis population. As attendance, par subgroups of st academic achie population as m	to communicate validies has inhibited ve services and in long or Spanish. It wide instructional and support to ider the speaking parent ool events and structs will be principudent population trict goal for the una result, we experental involvement tudents, and an interest of the uneasured by CAA end percentages of LPAC.	d the Dis information Because assistantified subts in regulated and are and are and uplicated to see the from spaced to see the spaced to see the spaced to see the from spaced to see the spaced t	etrict's ability to con to families of this need, the ce to students abgroups and pards to cogress. ected toward the effective in ated student e an increase in pecified in see increased ated student th and ELA as	and Hmon provide ex who speak District will and outrea Hmong/ Spattendance Increased unduplicat meeting th population attendance subgroups academic population	g families tensive se tensive se tensive se tensive se tensive in the tensive se tensive services we destrict ge. As a rese, parental of student as measureased pe	has inhibited ervices and infor Spanish. Both structional as apport to idente eaking parents and stuvill be principal to population a goal for the unsult, we expect involvement ts, and an incent for the unured by CAAS arcentages of	the Dist formatio ecause essistance diffied substance in regardent pro- ally direct and are enduplicated to see from specrease in aduplicated BPP Mati	of this need, the e to students ogroups and ards to ogress. Cted toward the effective in ted student an increase in ecified a see increased ted student h and ELA as	and I provi who Distrand (Hmo atten Incre undu meet popu atten subg acad popu well a	Hmong faide extensible extensible speak Hn ict will produtreach ang/ Span adance, so eased seruplicated sting the dialation. Andance, paroups of elemic achulation as	imilies I sive ser song or ovide in and sup ish spe whool evices we student istrict grant arental student ieveme measured per sed per	has inhibited rvices and interpretation of the property of the principal population are populati	the Dist formation ecause essistance ified substituting the substitution of the substi	of this need, the e to students ogroups and ards to ogress. Steed toward the effective in ted student an increase in ecified a see increased ted student than ELA as
	EXPENDITUR	<u>ES</u>		0040.40					004	0.00				
2017-18 Amount	\$29.04F			2018-19 Amount	¢ 20	120			2019 Amou	9-20	¢20.0	005		
Amount	\$28,045			Amount	\$29,	120			Amot	ant	\$30,2	200		
Source	LCFF			Source	LCFF				Sourc	ce	LCFF			
Budget Reference	2000-2999: Class Salaries LCFF	ssified P	ersonnel	Budget Reference	2000- LCFF		fied Per	sonnel Salaries	Budg Refer	et rence	2000- LCFF		fied Per	sonnel Salaries
Amount	\$4815			Amount	\$5,01	16			Amou	unt	\$5,21	17		
Source	LCFF			Source	LCFF	=			Sourc	ce	LCFF	=		

Budget Reference

3000-3999: Employee Benefits LCFF

Budget Reference

3000-3999: Employee Benefits LCFF

Budget Reference

3000-3999: Employee Benefits LCFF

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.																			
☐ New		☐ Modified																	
Goal 5	Every	student will be promot	ed with 21s	t Centu	ıry ski	lls and	l a bro	oad co	urse	of study	/ prep	ared fo	or high	n scho	ol suc	cess.			
State and/or Local Priorities Addressed by this goal:		STATE COE LOCAL		-				3		4		5		6		7	8		
Identified Need			Orange Center currently offers all core subjects required. In order to extend learning elective courses and music instruction has been added to students schedules. The need for extended learning experiences, field trips and vocational classes is still evident.																
EVECTED ANNUAL MEACUEARLE OUTCOMES																			

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to a broad course of study as measured by review of teacher and/or master schedules	2015-2016 100% access to a broad course of study.	2016-2017 100% access to a broad course of study.	2017-2018 100% access to a broad course of study.	2018-2019 100% access to a broad course of study.
Other outcomes of a broad course of study as measured by Physical Fitness Testing for grades 5th & 7th grade students	2015-2016 57.1% of 5th grade students in the Healthy Fitness Zone 35.5% of 7th grade students in the Healthy Fitness Zone	2016-2017 62.1% of 5th grade students in the Healthy Fitness Zone 40.5% of 7th grade students in the Healthy Fitness Zone	2017-2018 67.1% of 5th grade students in the Healthy Fitness Zone 60.5% of 7th grade students in the Healthy Fitness Zone	2018-2019 72.1% of 5th grade students in the Healthy Fitness Zone 65% of 7th grade students in the Healthy Fitness Zone

PLANNED ACTIONS / SERVICES

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

Action

1

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

Students to be Served	All .	Students with Disabilities	[Specific Student Group(s)]	
Location(s)	☐ All Schools	Specific Schools:		Specific Grade spans:
		OR		
For Actions/Services inclu	ded as contributing to	meeting the Increased or Improved	d Services Requirement:	
Students to be Served		rs 🛭 Foster Youth 🖂	Low Income	
	Scope of Services	☐ LEA-wide ☐ Schoolwide	de OR Limited	to Unduplicated Student Group(s)
<u>Location(s)</u>		Specific Schools:		Specific Grade spans:
ACTIONS/SERVICES				
2017-18		2018-19	2019-20	
☐ New ☑ Modified	Unchanged	☐ New ☐ Modified ☒	Unchanged New	Modified Munchanged
A. Our unduplicated stude opportunities to engage in a 21st experiences that require instructitechnical support. Because of this provide HQT with technology suptechnology into their lessons and support for technology equipment Instructional Technology Coordin FCOE Technology Technician. It be principally directed toward the population and are effective in more the unduplicated student population and are effective in more than an increased acast all unduplicated students as meaning and ELA, increased exposure to of jobs in the technology field, as percentages of ELs making annual experiences.	t century learning ional technology and is need, the District will poort in integration of diprovide technical nt. OC will maintain an nator and Contract a Increased services will be unduplicated student neeting the district goal ulation. As a result, we demic achievement for asured by CAASPP Mathitechnology & knowledge well as increased	A. Our unduplicated students have the let of engage in a 21st century learning experequire instructional technology and technology support in integration of technology support in integration and Instruct Technology Coordinator and Contract a Formal Technology Technician. Increased service principally directed toward the unduplicate population and are effective in meeting the for the unduplicated student population. expect to have an increased academic and unduplicated students as measured by and ELA, increased exposure to technolog of jobs in the technology field, as well as percentages of ELs making annual growth.	to engage in a 21 require instruction Because of this in technology into their rechnology ional lessons and proving a district goal As a result, we chievement for y CAASPP Math ogy & knowledge increased to vide HQT with near the district goal and ELA, increase of jobs in the technology in a 21 require instruction Because of this in technology support technology complete instruction Because of this in technology support technology Coor Technology T	ted students have the least opportunities and technology and technical support. It is need, the District will provide HQT with ort in integration of technology into their vide technical support for technology will maintain an Instructional redinator and Contract a FCOE inician. Increased services will be end toward the unduplicated student are effective in meeting the district goal ted student population. As a result, we in increased academic achievement for students as measured by CAASPP Mathesed exposure to technology & knowledge the hology field, as well as increased its making annual growth in the ELPAC.

BUDGETED EXPENDITURES

2017-18 2018-19 2019-20

Amount	\$81,467			Amount	\$84,861			Amount	Amount \$88,255		
Source	LCFF			Source	LCFF			Source	LCFF		
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Technology Coordinator			Budget Reference	1000-1999: Certificated Personnel Salaries LCFF			Budget Reference	1000-1999: Certi Salaries LCFF	ficated Personnel	
Amount	\$28,768			Amount	\$29,967			Amount	\$31,166		
Source	LCFF			Source	LCFF			Source	LCFF		
Budget Reference				Budget Reference	3000-3999: E LCFF	3000-3999: Employee Benefits LCFF			3000-3999: Emp LCFF	loyee Benefits	
Amount	\$18,810			Amount	\$19,800			Amount	\$20,613		
Source	LCFF			Source	LCFF			Source	LCFF		
Budget Reference				Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF			Budget Reference	5800: Profession And Operating E LCFF	al/Consulting Services xpenditures	
Action											
For Action	s/Services not in	nclude	d as contributir	ng to meeting	the Increase	ed or Imp	roved Services	Requirement	:		
<u>St</u>	udents to be Served		All	Students with [Disabilities		[Specific Stude	ent Group(s)]			
	Location(s)		All Schools	☐ Specific	Schools:				Specific G	rade spans:	
					0	R					
For Action	s/Services inclu	ded as	contributing to	meeting the	Increased or	r Improve	ed Services Re	quirement:			
<u>St</u>	udents to be Served		English Learne	ers 🖂 I	Foster Youth	\boxtimes	Low Income				
			Scope of Services	LEA-w	ide 🗌	Schoolw	vide O	R 🗌 Lim	ited to Unduplica	ted Student Group(s)	
	Location(s)		All Schools	☐ Specific	: Schools:				☐ Specific G	rade spans:	

Unchanged

ACTIONS/SERVICES

 \boxtimes

New

2017-18 2018-19 2019-20

New

Unchanged

B. Our unduplicated students have the least opportunities to engage in creative thinking, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we

expect to have an increased academic achievement for

all unduplicated students as measured by CAASPP Math

and ELA as well as increased percentages of ELs making

Modified

B. Our unduplicated students have hte least opportunities to engage in creative thinking, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Modified

Unchanged

New

B. Our unduplicated students have the least opportunities to engage in creative thinking, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Modified

BUDGETED EXPENDITURES

annual growth in the ELPAC.

2017-18		2018-19		2019-20		
Amount	\$26,315	Amount	\$27,700	Amount	\$29,085	
Source	LCFF	Source	LCFF	Source	LCFF	
Budget Reference	4000-4999: Books And Supplies headphones for class use	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	
Amount	\$21,666	Amount	\$22,806	Amount	\$23,946	
Source	Title I	Source	Title I	Source	Title I	
Budget Reference	4000-4999: Books And Supplies computers (if replacements are needed)	Budget Reference	4000-4999: Books And Supplies computers (if replacements are needed)	Budget Reference	4000-4999: Books And Supplies computers (if replacements are needed)	
Amount	\$7,156	Amount	\$7,533	Amount	\$7,910	
Source	Title IV	Source	Title IV	Source	Title IV	

Budget Reference		er bags for s	ooks And Supplies s for safe chromebook /		Budget Reference			Budget Reference	4000-4999: Books And Supplies computer bags for safe chromebook / laptop travel				
Action	3												
For Actio	ons/Service	es not incl	uded as o	contributi	ng to meeting	the Increa	sed or Imp	roved Services	Requirement	:			
	Students to be	Served	All		Students with	Disabilities		[Specific Stude	nt Group(s)]				
	Loca	eation(s)] All S	chools	☐ Specif	ic Schools:					Specific Gra	de spa	ins:
							OR						
For Action	ons/Service	es include	d as cont	ributing t	o meeting the	Increased	or Improve	ed Services Req	quirement:				
	Students to be	Served	☑ Engli	sh Learne	ers 🛚	Foster Yout	h 🗵	Low Income					
			Scope	e of Service	S	vide 🗌	Schoolw	ride OF	R 🗌 Limi	ited to l	Unduplicate	d Stud	ent Group(s)
	Loca	eation(s)	☑ All S	chools	☐ Specif	ic Schools:					Specific Gra	de spa	ıns:
ACTION	S/SERVICE	<u>S</u>											
2017-18					2018-19				2019-20				
☐ New	v 🛛 M	lodified	Unc	hanged	☐ New	Mod	lified 🖂	Unchanged	☐ New		Modified		Unchanged
opportunitie locations w and real life meet that n experience form of field grade, spec competition directed to are effectiv unduplicate	duplicated stures to engage where they can end physical end, the District to students d trips, elective cialized presens. Increased ward the undure in meeting the student popincreased acaise to end	in opportunin observe val fitness exprict will provin many fiel ve course offentations, an services will uplicated stuthe district gpulation. As	ities to explarying fields periences. ide real-life ds of study ferings in 51 ad out of dis ll be principudent popul goal for the s a result, w	of study In order to learning , in the ch-8th strict ally ation and	opportunities locations who and real life a to meet that learning expoin the form of 8th grade, sprompetitions directed toware effective unduplicated	and physical fineed, the Disteriences to stuff field trips, elected present the unduplin meeting the	opportunities observe varying thess experies rict will provided the course sentations, and ervices will be licated studented the district goal lation. As a result is a service of the course of the c	to explore ng fields of study ences. In order de real-life ny fields of study, offerings in 5th- nd out of district principally nt population and for the result, we expect	and real life a to meet that n learning expe in the form of 8th grade, spe competitions. directed towa are effective i	to enga ere they nd phys need, the riences field trip ecialized Increas rd the u n meetii student	ge in opportucan observe sical fitness exe District will into students in os, elective cod presentations ded services winduplicated sing the district population.	nities to varying xperiend provide n many burse of ns, and will be postudent pour focus for the content pour focus for the content pour	c explore ifields of study ces. In order real-life fields of study, fferings in 5th- out of district orincipally population and or the sult, we expect

unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.				unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.				unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.							
BUDGETED 2017-18	EXPENDITUR	<u>ES</u>			2018-19						2019-20				
Amount	\$2,648				Amount	\$2,787	7				Amount	\$2,92	26		
Source	LCFF				Source	LCFF					Source	LCFI	F		
Budget Reference	5800: Profession And Operating E LCFF			ervices	Budget Reference			And Operating Expenditures		And Operating Expenditures		Budget Reference		0: Professional/Consulting Services Operating Expenditures F	
Amount	\$319				Amount	\$336					Amount	\$353	3		
Source	LCFF				Source	LCFF					Source	LCFI	F		
Budget Reference	5000-5999: Serv Operating Exper				Budget Reference			Budget Reference		0-5999: Services And Other rating Expenditures					
Action	4														
For Actions	/Services not in	nclude	d as co	ntributin	g to meeting	g the Inc	crease	d or Imp	roved Servi	ices F	Requirement	:			
Stud	dents to be Served		All		Students with	n Disabilit	ties		[Specific S	tuden	t Group(s)]				
	Location(s)		All Sch	nools	☐ Speci	fic Schoo	ols:						Specific Grade spans:		
							OI								
	/Services inclu	ded as	s contril	buting to	meeting the	e Increa	sed or	Improve	ed Services	Requ	uirement:				
Stud	lents to be Served		Englisl	h Learnei	rs 🖂	Foster \	Youth		Low Income	е					
			Scope o	of Services	□ LEA-	wide		Schoolv	vide	OR	Limi	ited to	Unduplicated Student Group(s)		
	Location(s)	\boxtimes	All Sch	nools	☐ Speci	fic Schoo	ols:						Specific Grade spans:		

ACTIONS/SERVICES

2017-18 2018-19 2019-20

the ELPAC.

New Modified Unchanged New \boxtimes Modified Unchanged New \boxtimes Modified Unchanged C. When reviewing data for all students at Orange C. When reviewing data for all students at Orange C. When reviewing data for all students at Orange Center School, data indicates that although positive gains Center School, data indicates that although positive gains Center School, data indicates that although positive gains are being made there is still a low number of students are are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics meeting grade level standards in ELA and Mathematics and that Orange Center serves a large number of EL and that Orange Center serves a large number of EL and that Orange Center serves a large number of EL students. Because of this need, District will provide a students. Because of this need, District will provide a students. Because of this need, District will provide a research based Dual Language program that gives research based an program that gives students the research based an program that gives students the students the opportunity to learn a second target opportunity to learn a second target language (Spanish), language (Spanish / English), in the form of Dual in the form of Dual Immersion Program. Increased in the form of Dual Immersion Program. Increased Immersion Program. Increased services will be principally services will be principally directed toward the services will be principally directed toward the unduplicated student population and are effective in directed toward the unduplicated student population and unduplicated student population and are effective in are effective in meeting the district goal for the meeting the district goal for the unduplicated student

are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics opportunity to learn a second target language (Spanish), meeting the district goal for the unduplicated student population. As a result, we expect to have an increased population. As a result, we expect to have an increased academic achievement for all unduplicated students as academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in increased percentages of ELs making annual growth in the ELPAC.

BUDGETED EXPENDITURES

annual growth in the ELPAC.

unduplicated student population. As a result, we expect

to have an increased academic achievement for all

unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making

2017-18		2018-19		2019-20	
Amount	\$5,000.00	Amount	\$5,000.00	Amount	\$5,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies supplemental materials	Budget Reference	4000-4999: Books And Supplies supplemental materials	Budget Reference	4000-4999: Books And Supplies supplemental materials
Amount	\$1,000.00	Amount	\$2,000.00	Amount	\$3,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries BCLAD stipend	Budget Reference	1000-1999: Certificated Personnel Salaries BCLAD stipend	Budget Reference	1000-1999: Certificated Personnel Salaries BCLAD stipend
Amount	\$3,000.00	Amount	\$5,000.00	Amount	\$6,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures specialized training	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures specialized training	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures specialized training

Demonstration of Increased or Improved Services for Unduplicated Pupils

<u> </u>	otiation	01 111010	aooa o i	IIII DI O TOGI GOI TI	oco for official phoatour t	10110
LCAP Year	≥ 2017–18	2018–19	2019–20			
Estimated Sup	oplemental and	Concentration	Grant Funds:	\$\$873,874	Percentage to Increase or Improve Services:	41.37%
				e increased or improved by at led dents in the LCAP year.	ast the percentage identified above, either qu	alitatively or
	action/service b nds (<u>see instru</u>		d provided on	a schoolwide or LEA-wide basi	s. Include the required descriptions supporting	each schoolwide or LEA
					ted that it will receive \$873,874 in Supplements are itemized in the Goals, Actions & Service	
As a method t	o meet the nee	eds of the Undu	plicated Stude	ent Population Orange Center S	chool District will implement the following initia	atives:
				elemental services provided by a staff members who work with E	an English Learner Coordinator and Instruction L students.	nal Aide(s). The District
Continued History.	l professional d	levelopment will	be provided to	o TK-8th grade teachers in the	areas of: Student Engagement (Kagan), ELA,	Math, Science, and
					monstrate proficiency levels of 2 or more yea RESULTS data, STAR Reading Assessments	
 Preventat 	ive healthcare	measures throu	gh a site LVN			
Positive B	ehavior Interve	ention and Supp	ort Program			
					nd counseling services (Tiger Talks and Beha ues in order to improve attendance and loss o	
	of materials an		ipport lessons	to implement CC standards an	d offer a rigorous broad course of study requir	es supplemental

- Staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards.
- Professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCOE Curriculum and Instruction Department
- Administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation:
 monthly newsletters, bi monthly staff/parent communication experiences, education related participation incentives, child care / educational activities made
 available during all evening parent meetings
- District will increase parental involvement sessions. These sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input.
- District will provide instructional assistants to students and outreach and support to identified subgroups and Hmong/ Spanish speaking parents in regards to attendance, school events and student progress.
- Provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will
 maintain an Instructional Technology Coordinator and Contract a FCOE Technology Technician.
- Purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases.
- Provide real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 5th-8th grade, specialized presentations, and out of district competitions.
- Research based Dual Language Program that gives students the opportunity to learn a second target language (Spanish / English), in the form of Dual Immersion Program.

The above listed increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Orange Center School District be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Orange Center School District. Since our unduplicated student population count is 96.7%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services. In addition, using the same calculation tool, the proportionality percentage has been calculated at 41.37%. Orange Center School District has demonstrated that it has met the 41.37% proportionality percentage by expending \$873,874 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

Pag	ıe	79	of	9

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- Total LEA General Fund Budget Expenditures for the LCAP Year: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year: This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP: Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

Total Projected LCFF Revenues for LCAP Year: This amount is the total amount of LCFF funding
the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter
schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and
2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal.
 Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or quardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see <u>Demonstration of Increased or Improved Services for Unduplicated Students</u> section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services
 are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any
 local priorities. Also describe how the services are the most effective use of the funds to meet these
 goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives
 considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are
 principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any
 local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of
 unduplicated pupils: Describe how these services are principally directed to and how the services are
 the most effective use of the funds to meet its goals for English learners, low income students and
 foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts Common Core State Standards for English Language Arts
 - b. Mathematics Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site:
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates:
- B. Chronic absenteeism rates:

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.
 - (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
 - (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
 - (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 COE Only), and Coordination of Services for Foster Youth (Priority 10 COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source									
Funding Source	2016-17 Annual Update Budgeted		2017-18	2018-19	2019-20	2017-18 through 2019-20 Total			
All Funding Sources	2,921,760.00	2,861,988.00	3,502,461.00	3,613,341.00	3,715,006.00	10,830,808.00			
	0.00	0.00	0.00	0.00	0.00	0.00			
Base	2,234,897.00	0.00	0.00	0.00	0.00	0.00			
LCFF	0.00	2,558,564.00	3,168,882.00	3,272,843.00	3,398,602.00	9,840,327.00			
Lottery	0.00	0.00	13,724.00	13,724.00	13,724.00	41,172.00			
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00			
Special Education	0.00	130,097.00	0.00	0.00	0.00	0.00			
Supplemental and Concentration	686,863.00	0.00	0.00	0.00	0.00	0.00			
Title I	0.00	140,128.00	262,156.00	267,749.00	242,162.00	772,067.00			
Title II	0.00	0.00	23,328.00	23,328.00	23,328.00	69,984.00			
Title III	0.00	0.00	4,420.00	4,420.00	4,420.00	13,260.00			
Title IV	0.00	33,199.00	29,951.00	31,277.00	32,770.00	93,998.00			

^{*} Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type										
Object Type	2016-17 Annual Update Budgeted Actual		2017-18	2018-19	2019-20	2017-18 through 2019-20 Total				
All Expenditure Types	2,921,760.00	2,861,988.00	3,502,461.00	3,613,341.00	3,715,006.00	10,830,808.00				
	1,371,590.00	25,850.00	0.00	0.00	0.00	0.00				
0000: Unrestricted	0.00	40,778.00	40,000.00	42,817.00	44,958.00	127,775.00				
0001-0999: Unrestricted: Locally Defined	125,000.00	0.00	0.00	0.00	0.00	0.00				
1000-1999: Certificated Personnel Salaries	1,344,269.00	1,379,758.00	1,301,653.00	1,324,114.00	1,377,286.00	4,003,053.00				
2000-2999: Classified Personnel Salaries	0.00	257,477.00	293,473.00	337,248.00	350,905.00	981,626.00				
3000-3999: Employee Benefits	0.00	596,774.00	628,607.00	654,054.00	681,310.00	1,963,971.00				
4000-4999: Books And Supplies	80,901.00	125,357.00	387,723.00	394,111.00	400,522.00	1,182,356.00				
5000-5999: Services And Other Operating Expenditures	0.00	34,050.00	202,716.00	181,069.00	192,750.00	576,535.00				
5700-5799: Transfers Of Direct Costs	0.00	0.00	14,315.00	15,068.00	15,821.00	45,204.00				
5800: Professional/Consulting Services And Operating Expenditures	0.00	230,000.00	490,437.00	514,821.00	494,913.00	1,500,171.00				
5900: Communications	0.00	123,847.00	123,537.00	130,039.00	136,541.00	390,117.00				
6000-6999: Capital Outlay	0.00	48,097.00	20,000.00	20,000.00	20,000.00	60,000.00				
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00				

^{*} Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source										
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total			
All Expenditure Types	All Funding Sources	2,921,760.00	2,861,988.00	3,502,461.00	3,613,341.00	3,715,006.00	10,830,808.00			
		0.00	0.00	0.00	0.00	0.00	0.00			
	Base	855,628.00	0.00	0.00	0.00	0.00	0.00			
	LCFF	0.00	25,850.00	0.00	0.00	0.00	0.00			
	Supplemental and Concentration	515,962.00	0.00	0.00	0.00	0.00	0.00			
0000: Unrestricted	LCFF	0.00	40,778.00	40,000.00	42,817.00	44,958.00	127,775.00			
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	125,000.00	0.00	0.00	0.00	0.00	0.00			
1000-1999: Certificated Personnel Salaries	Base	1,344,269.00	0.00	0.00	0.00	0.00	0.00			
1000-1999: Certificated Personnel Salaries	LCFF	0.00	1,263,304.00	1,272,811.00	1,294,070.00	1,377,286.00	3,944,167.00			
1000-1999: Certificated Personnel Salaries	Special Education	0.00	87,566.00	0.00	0.00	0.00	0.00			
1000-1999: Certificated Personnel Salaries	Title I	0.00	28,888.00	28,842.00	30,044.00	0.00	58,886.00			
2000-2999: Classified Personnel Salaries	LCFF	0.00	180,862.00	208,276.00	248,570.00	258,513.00	715,359.00			
2000-2999: Classified Personnel Salaries	Title I	0.00	60,574.00	69,181.00	71,995.00	74,875.00	216,051.00			
2000-2999: Classified Personnel Salaries	Title IV	0.00	16,041.00	16,016.00	16,683.00	17,517.00	50,216.00			
3000-3999: Employee Benefits	LCFF	0.00	529,601.00	611,358.00	636,086.00	662,623.00	1,910,067.00			
3000-3999: Employee Benefits	Special Education	0.00	42,531.00	0.00	0.00	0.00	0.00			
3000-3999: Employee Benefits	Title I	0.00	17,581.00	10,470.00	10,907.00	11,344.00	32,721.00			
3000-3999: Employee Benefits	Title IV	0.00	7,061.00	6,779.00	7,061.00	7,343.00	21,183.00			
4000-4999: Books And Supplies	Base	35,000.00	0.00	0.00	0.00	0.00	0.00			
4000-4999: Books And Supplies	LCFF	0.00	93,460.00	197,096.00	201,967.00	206,861.00	605,924.00			

	Total Expe	nditures by Obj	ect Type and Fu	ınding Source			
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Lottery	0.00	0.00	13,724.00	13,724.00	13,724.00	41,172.00
4000-4999: Books And Supplies	Supplemental and Concentration	45,901.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	0.00	21,800.00	153,663.00	154,803.00	155,943.00	464,409.00
4000-4999: Books And Supplies	Title II	0.00	0.00	11,664.00	11,664.00	11,664.00	34,992.00
4000-4999: Books And Supplies	Title III	0.00	0.00	4,420.00	4,420.00	4,420.00	13,260.00
4000-4999: Books And Supplies	Title IV	0.00	10,097.00	7,156.00	7,533.00	7,910.00	22,599.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	34,050.00	191,052.00	181,069.00	181,086.00	553,207.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	11,664.00	0.00	11,664.00	23,328.00
5700-5799: Transfers Of Direct Costs	LCFF	0.00	0.00	14,315.00	15,068.00	15,821.00	45,204.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	218,715.00	490,437.00	503,157.00	494,913.00	1,488,507.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	11,285.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	0.00	11,664.00	0.00	11,664.00
5900: Communications	LCFF	0.00	123,847.00	123,537.00	130,039.00	136,541.00	390,117.00
6000-6999: Capital Outlay	LCFF	0.00	48,097.00	20,000.00	20,000.00	20,000.00	60,000.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

^{*} Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal									
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total					
Goal 1	1,606,975.00	1,669,999.00	1,735,172.00	5,012,146.00					
Goal 2	983,121.00	1,003,716.00	1,015,006.00	3,001,843.00					
Goal 3	329,699.00	334,569.00	338,767.00	1,003,035.00					
Goal 4	386,517.00	397,267.00	407,807.00	1,191,591.00					
Goal 5	196,149.00	207,790.00	218,254.00	622,193.00					

^{*} Totals based on expenditure amounts in goal and annual update sections.