

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange Center Elementary School District

CDS Code: 10-62331-6007009

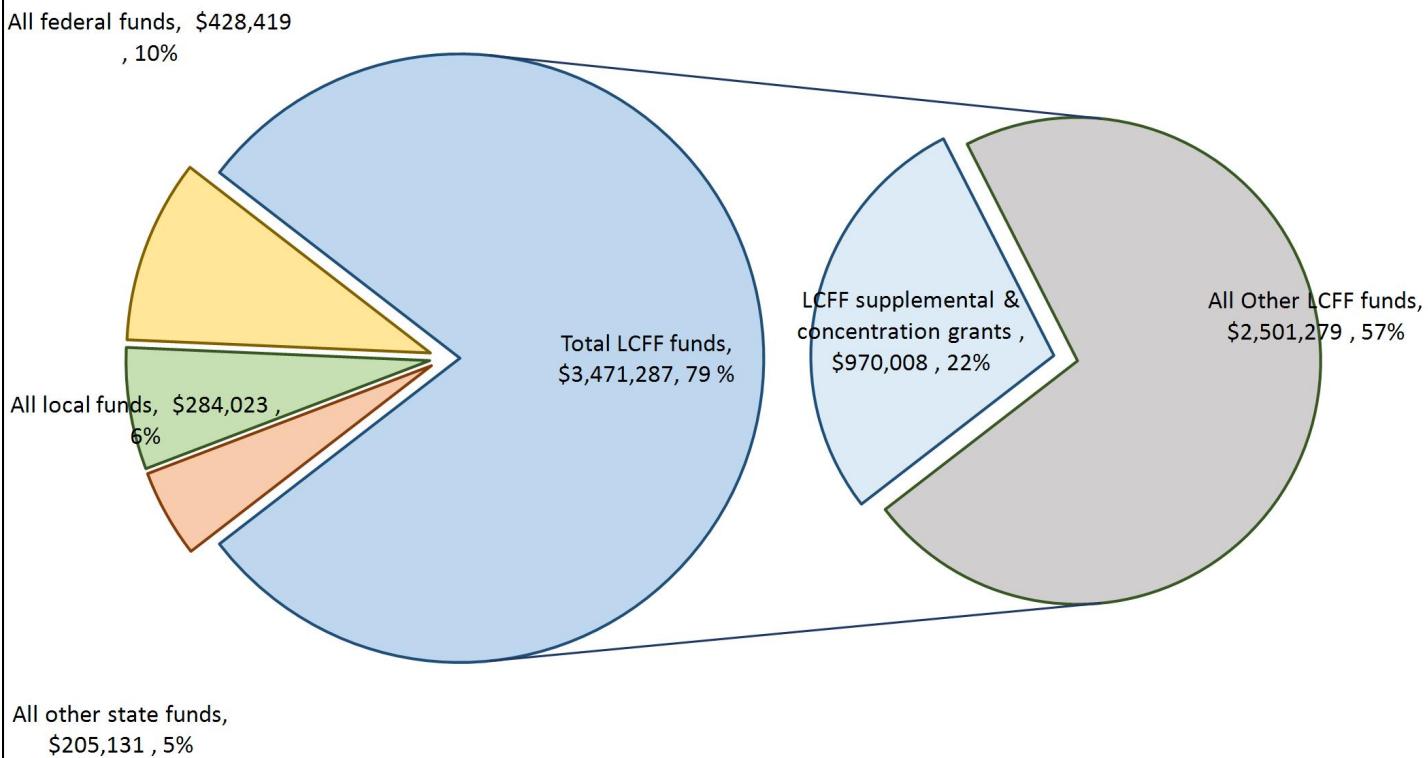
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Terry M. Hirschfield, Superintendent /Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

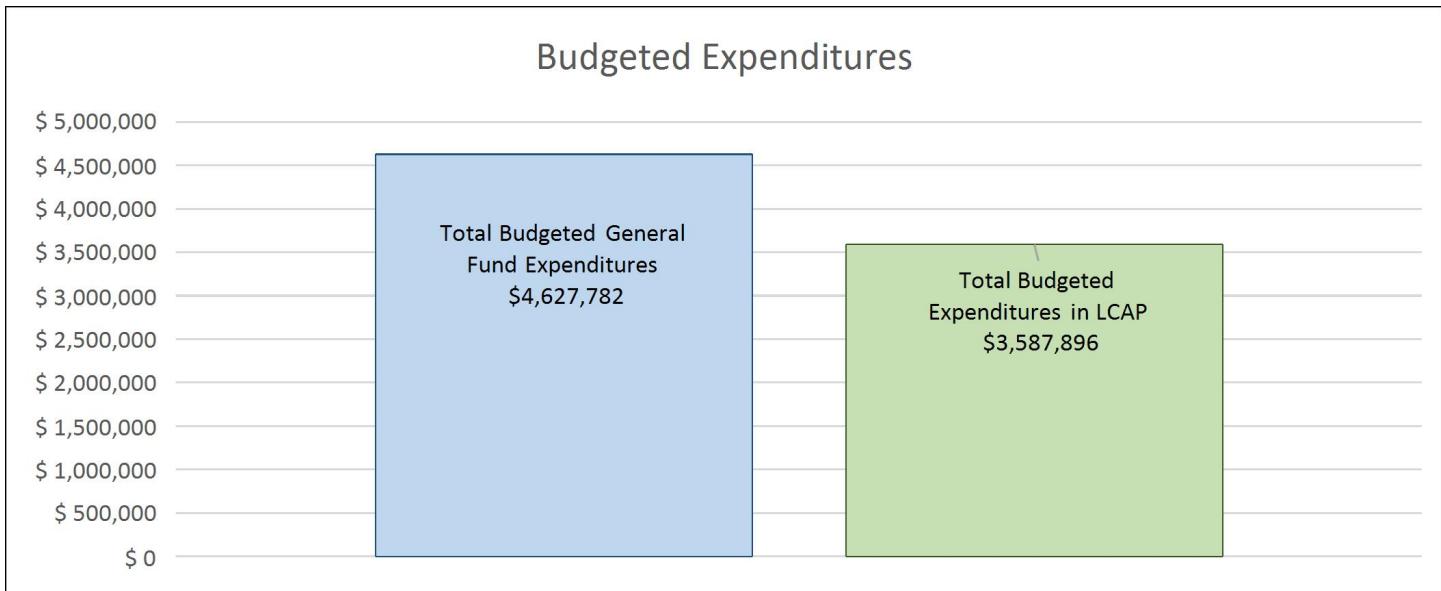


This chart shows the total general purpose revenue Orange Center Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Orange Center Elementary School District is \$4,388,860, of which \$3,471,287 is Local Control Funding Formula (LCFF), \$205,131 is other state funds, \$284,023 is local funds, and \$428,419 is federal funds. Of the \$3,471,287 in LCFF Funds, \$970,008 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Orange Center Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Orange Center Elementary School District plans to spend \$4,627,782 for the 2019-20 school year. Of that amount, \$3,587,896 is tied to actions/services in the LCAP and \$1,039,886 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

There are \$1,039,886 worth of expenses in the General Fund that are not included in the LCAP. These funds consist of supplemental categorical revenues, Lottery, and other base costs such as administration.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Orange Center Elementary School District is projecting it will receive \$970,008 based on the enrollment of foster youth, English learner, and low-income students. Orange Center Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Orange Center Elementary School District plans to spend \$970,008 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:  
Services will be provided through a combination of LCFF and State, Local and Federal funds.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19

### Current Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Orange Center Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange Center Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Orange Center Elementary School District's LCAP budgeted \$1,258,631 for planned actions to increase or improve services for high needs students. Orange Center Elementary School District estimates that it will actually spend \$855,381 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-403,250 had the following impact on Orange Center Elementary School District's ability to increase or improve services for high needs students:

The difference has not negatively impacted students, as most services indicated were provided to students and families, and positive academic progress was made in all areas.

# 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)

[California School Dashboard](#): 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

Contact Name and Title

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Superintendent /Principal

Email and Phone

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Orange Center School District serves approximately 311 students in TK 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: 76% Hispanic or Latino, 20% Asian, .3% African American, 2% White and 3% Two or more Races. Orange Center School District's student population consists of: 46% of the student population are English Learners, 98% of students have been categorized as socioeconomically disadvantaged. In addition to the general education program, Orange Center offers opportunities for students to explore: Coding, 3D Printing, Debate, Drone Club, Leadership, Multicultural Studies, Drama, Sports, Music, Hip Hop, Beginning Mariachi, Beginning Clarinet, ASL, Photovoice, Mindfulness Exploration, Marvel Madness, Folkloric Dance and Secondary Language Acquisition (through a Dual Immersion Language Program) to students (Based on CBEDS in October 2018).

### 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 continue and enhance 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. These actions will include: Teacher training in the area of Mathematics and Writing,

CSET/RICA 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 was added to the plan in the 2017-2018 school year in order to extend services in the area of social skills groups and behavior modification for students who need assistance with learning appropriate conduct. This will continue throughout the 2019-2020 school year. In the area of student achievement, the district will continue a comprehensive math, writing and reading intensive intervention program. Physical Education support materials will be purchased. Special Education Program Improvement Team will meet regularly to discuss program needs in order to decrease the achievement gap between all students and students who are in the SPED subgroup.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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.

## Greatest Progress

Program, STEAM Electives, Increased opportunities for students to explore college and career readiness pathways. A program to increase access to technology through computer check out system for 6–8th grade students will be developed. 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 features of checking visitor background and alert administration to any individuals who may put students at risk and who wish to enter campus. An additional day of school psychologist services was added to the plan in the 2017–2018 school year 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. Physical Education Curriculum will be reviewed and purchased, Special Education services will be increased in the 2019-2020 school year in order to decrease suspension rates and the achievement gap between all students and students who are in SPED subgroup.

## Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubric, Orange Center has seen positive progress toward LCAP goals and the LEA is most proud of 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 prevention 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 discovered an increase of 16.5 points, when compared to the previous years Smarter Balanced Summative Assessment data, in the area of English Language Arts.

Students in the English Learner student subgroup increased 13.5 points, students in the Socioeconomically Disadvantaged subgroup increased by 13.4 points, students in the Students with Disabilities subgroup declined by 5.9 points, students in the Asian subgroup increased by 26.6 points, students in the Hispanic subgroup category increased by 12.7 points as measured and reported by the 2018 California School Dashboard (Testing window in the spring of the 2017-2018 school year).

Orange Center School discovered an increase of 12.8 points, when compared to the previous years Smarter Balanced Summative Assessment data, in the area of Mathematics.

Students in the English Learner student subgroup increased 14.4 points, students in the Socioeconomically Disadvantaged subgroup increased by 12.5 points, students in the Students with Disabilities subgroup increased 6.8 points, students in the Asian subgroup increased by 21.1 points, students in the Hispanic subgroup category increased by 11.6 points as measured and reported by the 2018 California School Dashboard (Testing window in the spring of the 2017-2018 school year).

Each trimester Orange Center students, in 6–8th grade, had the opportunity to select from elective courses such as: Choir, Guitar, 3D Printing, Coding, Lego Robotics, Debate/Speech, Photography, Drama, Multicultural Studies, Hip-Hop, Art, Yearbook, Ultimate Sports, and Leadership. Other electives 6-8 students had to choose from included mariachi, American sign language, clarinet, and photo-voice.

All 4th– 5th grade students who attend Orange Center, will receive instruction in beginning music which will incorporate learning how to read music and play the recorder.

All TK- 3rd grade students who attend Orange Center, will receive 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 2018-19 LCAP and extending services to the 2019-20 school year by:

Providing Math and Writing professional development opportunities for teachers.

Providing opportunities for teachers to plan lessons and units.

Purchased Physical Education Curriculum.  
Providing students with music instruction.  
Increase support services to SPED students.  
Provide training in the area of campus and bus safety.  
Installation of more safety cameras and an upgraded public announcement system.  
Creating and providing an intensive intervention program in ELA and Math.  
Maintain services to students who need support in the area of social emotional development.  
Extending technology access to students past the school day.  
Providing training of all instruction 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 California School Dashboard, 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?

## Greatest Needs

The district has determined one area where significant improvement is needed based on the 2018 California Dashboard. The suspension rate data indicates that there was an increase to the number of students who were suspended once, in the 2017-2018 school year, when compared to the previous years data. The percentage of students who have been suspended at least once increased by 5.2%. In order to address this area, the district will increase efforts by focusing on goal 2 in the LCAP. Students who are at risk of suspension will be monitored and will be given resources and support to prevent suspensions and to increase awareness to socio-emotional issues that contribute to behavior problems, through the school psychologist. Teachers and supports staff will continue to receive training in the areas of behavior intervention, student engagement, and training regarding strategies that can be used with students who struggle with socio emotional issues. Additional staff has been acquired to provide additional academic support to students with IEP's who may be trying to avoid difficult work by displaying inappropriate conduct.

Referring to the California School Dashboard, 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?

## Performance Gaps

Orange Center Elementary does not have a performance gap according to the 2018 Dashboard.

# **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

## **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

Orange Center Elementary was not identified for CSI.

## **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Orange Center Elementary was not identified for CSI.

## **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Orange Center Elementary was not identified for CSI.

# Annual Update

## LCAP Year Reviewed: 2018-19

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 1

Increase student achievement of all students and sub groups

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>Metric/Indicator</b> State Standardized Assessments as measured by ELA CAASPP scores Distance from level 3		<p>ELA: 2017-18 25.6 points below "Met" Increase of 16.5 points</p> <p>(Data collected from 2018 Ca. School Dashboard)</p>
<b>18-19</b> ELA: 2017-2018 25 points below 'Met'		
<b>Baseline</b> ELA: 2015-2016 +10.5 points (Low- 32 points below 'Met')		<p>Mathematics:</p>

Expected	Actual
<p>State Standardized Assessments as measured by Math CAASPP scores Distance from level 3</p> <p><b>18-19</b> Mathematics 2017-2018 (Low- 75 points below 'Met')</p> <p><b>Baseline</b> Mathematics 2015-2016 +15 points (Low- 87.9 points below 'Met')</p>	<p>2017-18 54.5 points below "Met" Increase of 12.8 points  (Data collected from 2018 Ca. School Dashboard)</p>
<p><b>Metric/Indicator</b> Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review</p> <p><b>18-19</b> 2018-2019 School board adoption of "sufficiency of Instructional Materials" resolution</p> <p><b>Baseline</b> 2016-2017 School board adoption of "sufficiency of Instructional Materials" resolution</p>	<p>During the Fresno County Office of Education Williams case settlement review in August 2018, we were found to be in full compliance when it came to adequacy and necessary number of state-adopted textbooks. Our textbooks and instructional materials were selected from recent list of standards-based materials adopted by the State Board of Education and are consistent with the content and cycles of their curriculum frameworks. Each year, within eight weeks after the first day of school, a hearing is held to determine whether there are sufficient textbooks for the upcoming school year. For the 2018-19 school year, every student had access to his or her own textbook and instructional materials, including all English learners. The public hearing was held in September 2018 for the 2018-19 school year.</p>
<p><b>Metric/Indicator</b> State Standards Implemented as measured by State Reflection Tool</p> <p><b>18-19</b> State standards Implemented as measured by 2018-2019 Average score of 4.0</p> <p><b>Baseline</b> State standards Implemented as measured by 2016-2017 Average score of 4.0</p>	<p><b>STANDARD MET</b></p> <p><b>18-19</b> State standards Implemented as measured by 2018-2019 Average score of 4.0</p> <p>Implementation of Academic Standards This measure covers the implementation of state academic standards.</p> <p>Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.</p>

Expected	Actual
	(Information collected from 2018 Ca. School Dashboard)
<b>Metric/Indicator</b>  EL access to state standards/ELD standards (included with tool used above)  <b>18-19</b> 2017-2018 Average score of 4.5  <b>Baseline</b> 2015-2016 Average score of 4.0	<b>STANDARD MET</b>  State standards Implemented as measured by 2018-2019 Average score of 4.5  As measured by State Reflection Tool in the local indicator on the Dashboard.
<b>Metric/Indicator</b>  EL annual growth as measured by CELDT/ELPAC annual growth data  <b>18-19</b> 2018-2019 Percent of ELs making annual growth in English: 73.5  <b>Baseline</b> 2016-2017 Percent of ELs making annual growth in English: 63.5	Due to the transition from CELDT to ELPAC, Orange Center is not able to provide EL annual growth. However, ELPAC results reveal the following:  Number of Students: 146  Level 4 - Well Developed 34.9%  Level 3 - Moderately Developed 37.7%  Level 2 - Somewhat Developed 20.5%  Level 1 - Beginning Stage 6.8%
<b>Metric/Indicator</b>  EL reclassification as measured by prior year number of re-designated students	According to California Dept. of Ed. Selected School Level Data Orange Center Elemn--Orange Center --1062331-6007009 for the year 2018-19

Expected	Actual
<b>18-19</b> 2017-2018 5%	In 2017-18 Fluent English Proficient Students 39 ( 12.5 %)  Students Redesignated FEP 12 ( 8.8 %)
<b>Baseline</b> 2015-2016 15 students- 9%	

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 who 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 as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	A. To increase academic achievement, a highly qualified staff has been hired and retained.	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$954,089  3000-3999: Employee Benefits LCFF \$427,500	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$1,000,481  LCFF 3000-3999: Employee Benefits LCFF \$393,050

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Orange Center School District English Learner Students need to progress in the area of english language acquisition in order to access the curriculum and in order to increase the number of English Learner students who are reclassified. Because of this need 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. As a result, the district expects to see an increase in academic achievement for all EL students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	B. To increase the number of English Language Learner students who are reclassified, the District has provided English Learner intervention and support through the supplemental services provided by an English Language 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.	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$75,000  3000-3999: Employee Benefits LCFF \$29,700  2000-2999: Classified Personnel Salaries Title I \$42,875  EL Support Materials and supplies 4000-4999: Books And Supplies Title III \$4,420.00	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$74,950  LCFF 3000-3999: Employee Benefits LCFF \$30,739  Title I 2000-2999: Classified Personnel Salaries Title I \$4,166  EL Support Materials and Supplies 4000-4999: Books And Supplies Title III \$42.00

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being	C. Professional development has been provided to TK-8th grade teachers in the areas of: Student Engagement, ELA, Math, Science,	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$15,000	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$23,800

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.

and History. These services were principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district goal for the unduplicated student population.

5800: Professional/Consulting Services And Operating Expenditures LCFF \$15,349

LCFF 5800:  
Professional/Consulting Services  
And Operating Expenditures  
LCFF \$597

3000-3999: Employee Benefits  
LCFF 3,000.00

LCFF 3000-3999: Employee Benefits LCFF \$4,713

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
D. 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, creation and implementation of an intensive intervention program for	D. An intensive intervention program was created and implemented for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data.	1000-1999: Certificated Personnel Salaries LCFF \$35,000  3000-3999: Employee Benefits LCFF \$15,500  4000-4999: Books And Supplies LCFF \$6,000.00	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$16,861  LCFF 3000-3999: Employee Benefits LCFF \$3,432  LCFF 4000-4999: Books And Supplies LCFF \$110

students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data. As a result, we expect to see increased academic achievement for all students as measured by: CAASPP Math and ELA , ELPAC, RESULTS, and STAR Reading.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
E. School data indicates that 28% of the 16 general education and SPED teachers on campus hold a Provisionary Credential (STIP, PIP, or Intern). In order to maintain consistent staff, highly qualified and fully credentialed teachers, Orange Center will include actions to support teachers in opportunities for CSET test preparation in the form of CSET test Prep and BTSA teacher support. 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.	Orange Center has offered and provided support to teachers who need to meet requirements to obtain preliminary teacher credentials by funding CSET/RICA test prep courses and materials and funding the induction program to allow release time and an induction coach.	5800: Professional/Consulting Services And Operating Expenditures LCFF \$6,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,027

## 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 employed 18 certificated and highly qualified teachers in addition to an English Learner Coordinator, Instructional Technology Coordinator and 4 Instructional Aides (2 of which are Bilingual Liaisons) to provide services. There are staff development days every Monday throughout the school year for professional development. During the 2018-2019 school year, all but four teachers were trained in Kagan Cooperative Learning Structure implementation. All staff participated in Professional development training in the areas of guided reading/writing and math, throughout the school year that consisted of three rounds of instruction, lesson observation, 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 EL students who were reclassified, the District has provided EL intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aides. Teachers have received support in order for them to provide designated instruction to identified students. These services have been principally directed toward the unduplicated student population and are effective in meeting the districts goal for the unduplicated student population. Teachers and administration have reported increased student engagement since integrating the KAGAN strategies. As reported by the California School Dashboard (2018), the performance level on all indicators for English Learners score in ELA increased as a whole by 13.5 points and 14.4 points in Mathematics. In addition, all students demonstrated an increase in ELA by 16.5 points and in Mathematics by 12.8 points.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district over estimated the cost of salaries and benefits for staff in action 1(A) by approximately \$34,450.00 for the year due to enrollment numbers being lower in a specific grade level and staffing decrease in that grade.

The district over estimated the cost of salaries and benefits for staff in action 2(B) by approximately \$42,000.00 for the year due to staff member salary being budgeted for in goal 3.

The district over estimated the cost of professional development fees for the actions in goal 1 action C. However they underestimated the total needed for the salaries and benefits for staff in action 1(C), \$4,239.00 remained after the difference was made up from the overage that was incurred from professional and consulting services.

The district budgeted a total of 61,000.00 for staff and materials and supplies in order to run an intervention program in goal 1 action D. However the total cost of the intervention program was less. there was \$40,597.00 that was over budgeted.

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 the Goals, Actions & Services section for Goal 1, a change was applied to the target metric in mathematics. This change was made due to the amount of growth made in that subject area. The new target is "Low - 50 points below Met".

# Annual Update

## LCAP Year Reviewed: 2018-19

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 2

Students and staff 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 Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Facilities Maintained as measured by annual FITs or SARC review.  <b>18-19</b> FIT Score-2018-2019 -“excellent” (Goal)  <b>Baseline</b> FIT Score- 2015-2016 -“good” (Actual)</p>	<p>2018-19  FIT Score "Good"  Information Collected from 2017-18 SARC - Published during 2018-19</p>
<p><b>Metric/Indicator</b> Attendance as measured by district average attendance  <b>18-19</b> Attendance: 2017-2018 (98.6%) (Goal)  <b>Baseline</b> Attendance: 2015-2016 (96.6%) (Actual)</p>	<p>Attendance: 2018-19 (96.02%)</p>

Expected	Actual
<p><b>Metric/Indicator</b> Chronic Absenteeism as measured by % students with 10% or more absenteeism</p> <p><b>18-19</b> Chronic Absenteeism: 2017-2018(15%) (Goal)</p> <p><b>Baseline</b> Chronic Absenteeism: 2015-2016 (9.2%)</p>	2018 Dashboard Chronic Absenteeism: (11.7%)
<p><b>Metric/Indicator</b> M.S. Dropout Rate</p> <p><b>18-19</b> M.S. Dropout Rate: 2017-2018 (0%)</p> <p><b>Baseline</b> M.S. Dropout Rate: 2015-2016 (0%)</p>	2018 Dashboard M. S. Dropout Rate: (0%)
<p><b>Metric/Indicator</b> Suspension rate</p> <p><b>18-19</b> Suspension rate: Fall 2018: 2 % Declined Significantly 2.3% (Goal)</p> <p><b>Baseline</b> Suspension rate: 2015-2016 (6.5%)</p>	2018 Dashboard Suspension Rate: (9.5%)
<p><b>Metric/Indicator</b> Expulsion rate</p> <p><b>18-19</b> Expulsion rate: 2017-2018 (0%)</p> <p><b>Baseline</b> Expulsion rate: 2015-2016 (0%)</p>	2018 Dashboard Expulsion Rate: (0%)
<p><b>Metric/Indicator</b></p> <p>School Climate Survey</p>	<p>2018-19 School Climate Survey:</p> <p>How Connected do you feel at your school?</p> <p>Very Connected - 46%</p>

	Expected	Actual
	<ul style="list-style-type: none"> <li>• % responses high levels for school connectedness.</li> <li>• % responses feel very safe at school</li> </ul>	<p>Somewhat Connected - 43.9% Not Connected - 10.1%</p>
<b>18-19</b>		How safe do you feel at your school?
School Climate Survey (2nd-8th grade) (Goal)		<p>Very Safe - 46% Somewhat Safe - 47% Not Safe - 7.1%</p>
2018-2019		
Very Connected- 95%		
Somewhat Connected- 5%		
Not Connected- 0%		
	<ul style="list-style-type: none"> <li>• % responses of students feel very safe at school</li> </ul>	
2018-2019		
Very Safe- 100%		
Somewhat Safe- 0%		
Not safe-0%		
<b>Baseline</b>		
School Climate Survey (2nd-8th		
grade)		
	<ul style="list-style-type: none"> <li>• % responses high levels for</li> </ul>	
school connectedness.		
2016-2017		
Very Connected- 74.3%		
Somewhat Connected- 21.9%		

Expected	Actual
<p>Not Connected- 3.8%</p> <ul style="list-style-type: none"> <li>• % responses of students</li> </ul> <p>feel very safe at school</p> <p>2016-2017</p> <p>Very Safe- 66%</p> <p>Somewhat Safe- 33%</p> <p>Not safe- 6%</p>	

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. To ensure student engagement in a rural school home to school transportation is required.	A. To insure student engagement in a rural school, home to school transportation has been provided.	Transportation costs 2000-2999: Classified Personnel Salaries LCFF \$60,953	LCFF 2000-2999: Classified Personnel Salaries LCFF \$58,195
		Transportation Costs 3000-3999: Employee Benefits LCFF \$30,000	LCFF 3000-3999: Employee Benefits LCFF \$34,156
		Transportation Costs 4000-4999: Books And Supplies LCFF \$10,500	LCFF 4000-4999: Books And Supplies LCFF \$12,103
		Transportation Costs 5700-5799: Transfers Of Direct Costs LCFF 0.0	LCFF 5700-5799: Transfers Of Direct Costs LCFF 0.00

		Transportation Costs 5000-5999: Services And Other Operating Expenditures LCFF \$20,000	LCFF 5000-5999: Services And Other Operating Expenditures LCFF \$30,753
		Transportation Costs 2000-2999: Classified Personnel Salaries Title IV \$16,683	LCFF 2000-2999: Classified Personnel Salaries Title IV \$19,497
		3000-3999: Employee Benefits Title IV \$7,061	LCFF 3000-3999: Employee Benefits Title IV \$2,429

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. To provide a safe and comfortable learning and collaboration environment facilities, furniture and grounds must be well maintained.	B. Facilities, furniture, and grounds have been well maintained. A digital check in system and background check system (Raptor) has been implemented and maintained. Cameras(6) have been installed at school entrance and other strategic areas around campus.	LCFF 2000-2999: Classified Personnel Salaries LCFF \$100,000  3000-3999: Employee Benefits LCFF \$47,831  Raptor Technologies / Furniture and materials for learning safe environment / signage 4000-4999: Books And Supplies LCFF \$75,000  5800: Professional/Consulting Services And Operating Expenditures LCFF \$30,000  upgrade, replace, public announcement system, cameras 5900: Communications LCFF \$100,000  General materials and supplies 4000-4999: Books And Supplies LCFF \$40,000.00	LCFF 2000-2999: Classified Personnel Salaries LCFF \$86,017  LCFF 3000-3999: Employee Benefits LCFF \$41,902  LCFF 4000-4999: Books And Supplies LCFF \$36,090  LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF \$30,000  upgrade, replace, public announcement system, campus cameras 5900: Communications LCFF 10,340  LCFF 4000-4999: Books And Supplies LCFF

		Services for general facilities upkeep, sanitation and safety 5000-5999: Services And Other Operating Expenditures LCFF \$166,933	LCFF 5000-5999: Services And Other Operating Expenditures LCFF \$90,944.10
		Maintenance professional consulting services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$24,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF \$24,000
		Not Applicable	Not Applicable 0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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, the district will provide a sound system and digital sign 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,	The district has improved VAPA performance area by cleaning all stage curtains and assuring flame retardant standards are up to date in order to provide an appropriate environment for activities that were principally directed toward the entire student population.	6000-6999: Capital Outlay LCFF \$20,000	6000-6999: Capital Outlay LCFF \$2,896.00

specialized parent meetings, and extracurricular/ VAPA opportunities. The district will expect to see an increase in the number of parents attending parent involvement activities and an increase in the number of VAPA opportunities available to students.

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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, in addition to our district registered school nurse. 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 ELPA. In addition,	The District has provided 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 were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population.	LCFF 2000-2999: Classified Personnel Salaries LCFF \$35,000  LCFF 3000-3999: Employee Benefits LCFF \$25,000  Registered School Nurse 5800: Professional/Consulting Services And Operating Expenditures LCFF 8316	LCFF 2000-2999: Classified Personnel Salaries LCFF \$31,269  LCFF 3000-3999: Employee Benefits LCFF \$21,464  Registered School Nurse - FCSS 5800: Professional/Consulting Services And Operating Expenditures LCFF \$15,757

the district expects to decrease the number of chronically absent students and increase attendance rates.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
E. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that identify students who are in need of academic 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	The District provided Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place, Time to Teach behavior program continued and were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population. District I encouraged an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities, banners, motivational speakers, rallies). Maintained and newly added clubs/events were: DIY Club, Basketball Club, Folklorico, Mariachi/Guitar Club, Vapa Showcase, and Portfolio Day.	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$4,500  LCFF 4000-4999: Books And Supplies LCFF \$16,979	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$4,500  LCFF 4000-4999: Books And Supplies LCFF \$14,694  LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF \$400

making annual growth in the ELPAC.

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	The District provided 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 were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population.	1 supplemental day 5800: Professional/Consulting Services And Operating Expenditures LCFF \$19,000.00	1 Supplemental day 5800: Professional/Consulting Services And Operating Expenditures LCFF \$19,000

absences for students in the unduplicated population.

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	The District provided services through district psychology services as contracted through FCSS in providing, behavior supports and interventions, social skills and counseling services in addition to supplemental 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 were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population.	2 required days 5800: Professional/Consulting Services And Operating Expenditures LCFF \$28,000.00	2 required days 5800: Professional/Consulting Services And Operating Expenditures LCFF \$28,000

absences for students in the unduplicated population.

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
H. The district is required to provided a Sex Education / HIV Prevention course for students in one of their middle school years. Because of this requirement, the District will provide a Sex Education / HIV Prevention course for students in the 7th grade. As a result, we expect to meet the state requirement.	The district provided a comprehensive Sex Education / HIV Prevention course for students in 7th grade, through a contract with FCSS.	FCOE- Positive Prevention Contract 5800: Professional/Consulting Services And Operating Expenditures LCFF \$3,700	FCOE - Positive Prevention Contract 5800: Professional/Consulting Services And Operating Expenditures LCFF \$3,700

## 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 improved student performance by providing instructional aides providing ELLs, along with struggling students, with small group instruction by combining Time to Teach, PBIS, and Kagan strategies. Orange Center has increased student engagement, decrease out-of-school suspensions, and provided students a predictable discipline policy. Orange Center School District employed 3.5 Full time employees who collectively maintain facilities/grounds and who are responsible for general custodial duties. Three of the full time employees are bus drivers.

All students living in the Orange Center School District were offered transportation to school, home from school, and students participating in the After School Program and reside in the district were offered transportation home. Orange Center's on site LVN has provided students and families with a sense of security knowing any health concerns would be medically monitored and addressed, as appropriate. The on-site LVN assisted in communicating with families regarding immunizations and the school scheduled appearances of FCSS mobile health van at Orange Center Elementary School to administer required immunizations or wellness checks. Orange Center School District participated in cohort 5 of FCSS & Fresno County SELPA Positive Behavioral Intervention & Supports for 3 years and has maintained the PBIS program on campus.

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

Information from the 2018 Dashboard indicates that the percentage of Chronically absent students in the 2017-2018 school year was 11.7% which declined by 2.4% from previous year. Suspension Rates increased by 5.2% and the number of expelled students have remained 0%. Orange Center's LVN has been instrumental in reducing the time students are sent home when reporting to the office for not feeling well. The site LVN communicates with the parents when students seem to be abusing visits to the office for not feeling well. Orange Center School has participated in PBIS for three years and have received a GOLD medal standing. Positive behavioral 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.

The District over budgeted LCFF expenditures in general materials, maintenance staff, general facilities upkeep, radio upgrade, upgrade of a PA system and raptor technologies by \$271,349.90, although all goals and actions were met in action 2. The plan to install a digital sign and upgrade the PA system, in order to continue our goal of improving our VAPA program, was not completed. In lieu of this, the stage curtains were cleaned and were serviced to assure that the flame retardant standard was met. Due to unforeseen circumstances regarding completion of a major water project, all other major projects were put on hold until the next fiscal year.

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.

As indicated in action 3 goal 2 the plan to install a digital sign and upgrade the PA system, in order to continue our goal of improving our VAPA program, was not completed. In lieu of this, the stage curtains were cleaned and were serviced to assure that the flame retardant standard was met. Due to unforeseen circumstances regarding completion of a major water project, all other major projects were put on hold until the next fiscal year.

# Annual Update

## LCAP Year Reviewed: 2018-19

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 Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

Metric/Indicator	
Retain fully credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review and decrease the number of teachers on temporary credentials (PIP/ STIP)	2018-19: 0/18 mis-assignments 0/18 vacancies
<b>18-19</b>	
For the 2018-2019 school year staffing lists shows: 0/17 mis-assignments 0/17 vacancies 1/17 temporary credentials (PIP/ STIP)	
<b>Baseline</b>	
For the 2016-2017 school year staffing lists shows 76% (13/17) teachers have obtained a multiple subject/clear credential.	

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Our unduplicated students have the least opportunities to engage in creative thinking and hands on learning and STEAM experiences, to further learning, outside of the regular school day. Because of this need, our LEA will purchase materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies 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 percentages of ELs making annual growth in the ELPAC.	The LEA purchased materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study directed toward the unduplicated student population and was effective in meeting the district goal for the unduplicated student population.	LCFF - Greenfield Lexia 5800: Professional/Consulting Services And Operating Expenditures LCFF \$1,000	5800: Professional/Consulting Services And Operating Expenditures LCFF 0.0
		LCFF - IXL 5800: Professional/Consulting Services And Operating Expenditures LCFF \$3,000	LCFF - IXL 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,051
		LCFF - Reflex Math 5800: Professional/Consulting Services And Operating Expenditures LCFF \$3,500	5800: Professional/Consulting Services And Operating Expenditures LCFF 0.0
		LCFF - Brain Pop 4000-4999: Books And Supplies LCFF \$2,000	LCFF - Brain Pop 4000-4999: Books And Supplies LCFF \$1,105
		LCFF - Illuminate 5800: Professional/Consulting Services And Operating Expenditures LCFF \$6,203	LCFF - Illuminate 5800: Professional/Consulting Services And Operating Expenditures LCFF \$4,425
		LCFF - Renaissance 5800: Professional/Consulting Services And Operating Expenditures LCFF \$5,000	LCFF - Renaissance 5800: Professional/Consulting Services And Operating Expenditures LCFF \$4,678
		Instructional Material 4000-4999: Books And Supplies Lottery \$20,000.00	Instructional Material 4000-4999: Books And Supplies Lottery \$3,788

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 percentages of ELs making annual growth in the ELPAC.	Staff was 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 were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population.	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$583  LCFF 4000-4999: Books And Supplies LCFF \$5,000  Teacher Training - ELA and Math 5800: Professional/Consulting Services And Operating Expenditures Title II \$11,664  Teacher resources - ELA 4000-4999: Books And Supplies Title II \$11,664	1000-1999: Certificated Personnel Salaries LCFF 0.0  4000-4999: Books And Supplies LCFF 0.0  Teacher Training - ELA and Math 5800: Professional/Consulting Services And Operating Expenditures Title II \$3,830  Teacher resources - ELA 4000-4999: Books And Supplies Title II \$155

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>C. 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 continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, 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. As a result, we expect to have 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.</p>	<p>The LEA will continue Common Core standard implementation and technology integration. The district provided professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCSS 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.</p>	<p><b>LCFF 5800:</b> Professional/Consulting Services And Operating Expenditures LCFF \$40,000.00</p>	<p><b>4000-4999: Books And Supplies</b> Title I \$131,997</p>	<p><b>LCFF 5800:</b> Professional/Consulting Services And Operating Expenditures LCFF \$25,150</p>	<p><b>4000-4999: Books And Supplies</b> Title I \$59,703</p>
					<p><b>Lottery - UR 4000-4999: Books And Supplies Lottery</b> \$27,515</p>

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 the district to offer a rigorous broad course of study.</p>	<p>The district purchased needed state adopted curriculum/materials in History in order to provide students with CC standards based materials and in order for the district to offer a rigorous broad course of study.</p>	<p><b>LCFF - Core 0000: Unrestricted</b> LCFF \$42,817</p>	<p><b>LCFF - Core 0000: Unrestricted</b> LCFF \$44,730</p>

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.

## 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 adopted needed CCSS aligned History/Soc. studies curriculum. During the 2018-2019 school year, all but 4 teachers were trained in Kagan Cooperative Learning Structure implementation. All staff participated in Professional development training in the areas of guided reading/writing, throughout the school year that consisted of three rounds of instruction, lesson observation, and coaching.

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

Instructional Aides, under the supervision of the EL Coordinator, delivered small group ELD support that is aligned with ELD standards to ELL's. General education teachers provided designated instruction to identified ELL's. Teachers improved spelling and reading comprehension skills in students. New ELA curriculum provided all students access to rigorous , CCSS aligned curriculum in ELA, math and history. Training in teaching the foundations of reading provided teachers a deeper understanding of delivering effective research based lessons in reading fluency and reading comprehension. FCSS profived ELA supplemental support to all K-8 teachers with in class observations and coaching form ELA coach. Students moving into grade level reading and finishing grade level reading has increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

. In Action 1(A) the district did not spend 4,500.00 on Lexia or Reflex Math as LExia's subscription had been already included in the previous years billing and the district decided to discontinue the use of Reflex Math due to program deficiencies. The district did not spend approximately \$27,000.00 in professional development and related costs, as budgeted. The inability to hire substitutes made it difficult to provide teachers days to attend supplemental trainings during the school year. Most trainings took place during the

weekends, summer, or non work days. As indicated in goal 3, the district budgeted approximately 132,000.00 in books and related materials, however, all support materials that were purchased totaled approximately \$87,000.00.

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.

In Goal 3 action 1, the goal of 0/17 teacher mis-assignments, 0/17 teacher vacancies was updated to reflect the new number of teachers, due to enrollment increases. The new goal reflects 0/18 teachers will be mis-assigned and there will be 0/18 vacancies in teaching positions.

# Annual Update

## LCAP Year Reviewed: 2018-19

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 4

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 Priorities: Priority 3: Parental Involvement (Engagement)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>Metric/Indicator</b>		
Parental Engagement as measured by a summary of progress based on sign in sheets from parent engagement activities.		There were four parent engagement activities during the 2018-19 school year..  The dates and number of attendees: 1/24/19 - 153 3/14/19 - 48 4/4/19 - 279 5/23/19 - 391  The total number of attendees are 871. The average number of attendees for each parent engagement activity is 218
<b>18-19</b> Increase the average number of parents attending parent engagement activities to 75.		In 2019 an additional event. Orange Center Mariachi performed in celebration of Mother's Day. There were 27 parents who attended this event which was held at 8:10 a.m.
<b>Baseline</b> 2015-2016 average number of parents attending parent engagement activities was 10.25.		
2016-2017 average number of parents attending parent engagement activities was 57.		

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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 attendance to parent engagement 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.	Administration and support staff increased steps to involve parents in the educational process by increasing communication through incorporating: phone dialers, text and emails, increased staff/parent communication experiences, education related participation incentives during parent engagement nights such as: school supplies, drawstring backpacks, books, board games, sports equipment, childcare / educational activities were made available during all evening parent meetings and were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population.	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$130,440  LCFF 3000-3999: Employee Benefits LCFF \$40,400  1000-1999: Certificated Personnel Salaries Title I \$30,044  3000-3999: Employee Benefits Title I \$5,892  4000-4999: Books And Supplies LCFF \$5,000  Conferences and Professional Learning Costs 5000-5999: Services And Other Operating Expenditures LCFF \$7,500.00  Office and Administrative Expenditures 5800: Professional/Consulting Services And Operating Expenditures LCFF \$100,000.00  2000-2999: Classified Personnel Salaries LCFF 22,617.00  3000-3999: Employee Benefits LCFF 13,632.52	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$104,000  LCFF 3000-3999: Employee Benefits LCFF \$30,221  1000-1999: Certificated Personnel Salaries Title I \$3,403  3000-3999: Employee Benefits Title I \$652  4000-4999: Books And Supplies LCFF \$5,552  Conferences and Professional Learning Costs 5000-5999: Services And Other Operating Expenditures LCFF \$2,494  Office and Administrative Expenditures 5800: Professional/Consulting Services And Operating Expenditures LCFF \$28,747  S&C 2000-2999: Classified Personnel Salaries LCFF \$23,067  S&C 3000-3999: Employee Benefits LCFF \$13,614

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Data indicates that our unduplicated students / families have the least opportunities to engage in activities geared towards parent involvement and parent education as it relates to educational topics. Because of this need, the 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. 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 an increase in attendance to parent engagement 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.</p>	<p>District increased parental involvement sessions. These sessions were provided by district parent involvement team to parents on technology, communication and health and wellness. Increased services were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population.</p>	<p>LCFF 1000-1999: Certificated Personnel Salaries LCFF \$5,500 2000-2999: Classified Personnel Salaries Title I \$29,120 3000-3999: Employee Benefits Title I \$8,218</p>	<p>LCFF - S&amp;C 1000-1999: Certificated Personnel Salaries LCFF \$355 2000-2999: Classified Personnel Salaries Title I 0.0 3000-3999: Employee Benefits Title I 0.0 LCFF - S&amp;C 3000-3999: Employee Benefits LCFF \$50</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C. The inability to communicate with Spanish speaking and Hmong families has inhibited the District's ability to provide extensive</p>	<p>The District provided instructional assistance to students and outreach and support to identified subgroups and Hmong/ Spanish</p>	<p>LCFF 2000-2999: Classified Personnel Salaries LCFF \$29,120</p>	<p>LCFF S&amp;C 2000-2999: Classified Personnel Salaries LCFF \$18,017</p>

<p>services and information to families who speak Hmong or Spanish. Because of this need, the District will provide instructional assistance to students and outreach and support to identified subgroups and Hmong/ Spanish speaking parents in regards to attendance, 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. As a result, we expect to see an increase in attendance, parental involvement from specified subgroups of students, and an increase in see increased academic achievement for the unduplicated student population as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	<p>speaking parents in regards to attendance, school events and were effective in meeting the district goal for the unduplicated student population.</p>	<p>LCFF 3000-3999: Employee Benefits LCFF \$5,016</p>	<p>LCFF 3000-3999: Employee Benefits LCFF \$5,016</p>
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## 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: OC parent engagement team provided multiple evening events where families engaged in interactive educational activities, the Migrant Education Program offered support to migrant parents throughout the school year by providing informational presentations on topics of interest to parents. Also, the After School Program 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.

Orange Center's parent attendance in 2015-16 school year at the four "Family Nights" averaged 10.25 parents attending per sign in sheets for those events. In 2016-17, Orange Center's newly created Parent Involvement Team organized three events and averaged 57 parents in attendance. In 2017-18, the average number of parents attending the three events was 72.6. In 2018-19 there were four "Family Nights" with the average number of attendees being 218.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District overestimated needed budget for administrative office expenditures cost by \$80,000.00 in actions 1 . In action 2 the budgeted amount was \$37,888.00 however \$405.00 was spent from this budgeted area, as the cost encountered was allotted for in action 1.

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.

Modifications have been added to actions 1 and now incorporate the titles of the staff members who will be providing the activities and communication to parents. Superintendent/ Principal and the Parent Engagement team members, have been added to assure that execution of the activities completed..

# Annual Update

## LCAP Year Reviewed: 2018-19

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 Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>Metric/Indicator</b> Access to a broad course of study as measured by review of teacher and/or master schedules  <b>18-19</b> 2017-2018 100% access to a broad course of study.  <b>Baseline</b> 2015-2016 100% access to a broad course of study.		2018-19 100% access to a broad course of study.
<b>Metric/Indicator</b> Other outcomes of a broad course of study as measured by Physical Fitness Testing for grades 5th & 7th grade students  <b>18-19</b> 2017-2018 67.1% of 5th grade students in		For School Year 2017-18  28.6% of 5th grade students in HFZ  29% of 7th grade students in HFZ

Expected	Actual
<p>the Healthy Fitness Zone 60.5% of 7th grade students in the Healthy Fitness Zone</p> <p><b>Baseline</b> 2015-2016 57.1% of 5th grade students in the Healthy Fitness Zone 35.5% of 7th grade students in the Healthy Fitness Zone</p>	

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Our unduplicated students have the least opportunities to engage in a 21st century learning experiences that require instructional technology and technical support. Because of this need, the District will 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. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.</p>	<p>The District provided HQT with technology support in integration of technology into their lessons and provided technical support for technology equipment. OC maintained an Instructional Technology Coordinator and a Contracted FCOE Technology Technician.</p>	<p>LCFF 1000-1999: Certificated Personnel Salaries LCFF \$87,000</p> <p>LCFF 3000-3999: Employee Benefits LCFF \$31,000</p> <p>LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF \$22,000</p>	<p>LCFF - S&amp;C 1000-1999: Certificated Personnel Salaries LCFF \$88,631</p> <p>LCFF - S&amp;C 3000-3999: Employee Benefits LCFF \$31,000</p> <p>LCFF - S&amp;C 5800: Professional/Consulting Services And Operating Expenditures LCFF 22,000</p>

As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA, increased exposure to technology & knowledge of jobs in the technology field, as well as increased percentages of ELs making annual growth in the ELPAC.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	The LEA purchased materials and supplies to support lessons and create STEAM learning labs (K-8), makerspaces (K-8), and allowed students to extend their learning beyond the school day through Chromebook checkout system (6-8th grade) in the ASP that increased appropriate exposure to communication, collaboration and technology instruction for all students and staff.	4000-4999: Books And Supplies LCFF \$27,700  computers (if replacements are needed) 4000-4999: Books And Supplies Title I \$22,806  computer bags for safe chromebook / laptop travel 4000-4999: Books And Supplies Title IV \$7,533  Library Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,000.00  Chromebook Insurance 5800: Professional/Consulting Services And Operating Expenditures LCFF 3000.00	LCFF - S&C 4000-4999: Books And Supplies LCFF \$6,070  Computers (if replacements are needed) 4000-4999: Books And Supplies Title I \$13,560  LCFF - S&C 4000-4999: Books And Supplies Title IV \$6,070  Library Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$5,000  5800: Professional/Consulting Services And Operating Expenditures LCFF 0.0

unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. Our unduplicated students have the least opportunities to engage in opportunities to explore locations where they can observe varying fields of study and real life and physical fitness experiences. In order to meet that need, the District will 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. 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.	***The District provided 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, such as: 3D Printing Class, hip hop class, Multicultural studies class, photography, art, leadership, coding, folkloric dancing class, mariachi class, Peach Blossom, FCSS Spelling Bee, Career Day, Portfolio Day. field trips to: Billy Bob's Pumpkin Patch, Fresno Zoological Gardens, Amtrak Ride to Hanford, Fresno Arts Academy, Grizzly Baseball Game, The Big Fresno Fair, The Mission San Juan Bautista, Monterey Bay Aquarium, Fresno Art Museum, Arte America, Scout Island, Camp Keep, and the Downing Planetarium at Fresno State.	5800: Professional/Consulting Services And Operating Expenditures LCFF \$12,787  5000-5999: Services And Other Operating Expenditures LCFF \$1,000	Camp Keep for 17-18 & 18-19 paid 5800: Professional/Consulting Services And Operating Expenditures LCFF \$21,681  LCFF - S&C 5000-5999: Services And Other Operating Expenditures LCFF \$5,553

### Action 4

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

<p>D. 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 and that Orange Center serves a large number of EL students. Because of this need, District will provide a 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. 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.</p>	<p>The District provided a 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.</p>	<p>supplemental materials 4000-4999: Books And Supplies LCFF \$5,000.00</p>	<p>Supplemental Materials 4000-4999: Books And Supplies LCFF \$36</p>
		<p>BCLAD stipend 1000-1999: Certificated Personnel Salaries LCFF \$2,000.00</p>	<p>BCLAD Stipend 1000-1999: Certificated Personnel Salaries LCFF \$2,000</p>
		<p>specialized training 5800: Professional/Consulting Services And Operating Expenditures LCFF \$3,000.00</p>	<p>Specialized Training 5800: Professional/Consulting Services And Operating Expenditures LCFF \$516</p>
			<p>2000-2999: Classified Personnel Salaries LCFF \$14,538</p>
			<p>3000-3999: Employee Benefits LCFF \$4,644</p>

## 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 FCSS 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, BrainPop, Kahoot, Breakout EDU, Google Apps for Education, Illuminate Ed., and Google Expeditions. Digital

portfolio support meetings were held to support 6-8 teachers in the implementation of digital portfolios with their students. TK-5th grade students had access to weekly makerspace areas within the library. Some of the activities included: robotics, coding, bridge building with differing materials, constellation construction, catapult building, windmill building, slime creation, crystal creation, and much more. Students were able to experience off-site field trips to Fresno Chaffee Zoo, The Big Fresno Fair, Camp Keep, San Juan Bautista Mission, Levi Stadium STEAM Day Camp, The Discovery Center, Billy Bob's Pumpkin Patch, Civil War Revisited, The Downing Planetarium at Fresno State, Maya Theatres, Scout Island. Offered elective classes for grades 6-8 included coding, 3d printing, guitar, choir, robotics, leadership, yearbook, debate, finance, and cultural appreciation. Students participated in county-wide spelling bees as well as Young Authors' Faire. Fresno STate Softball/ Baseball Games, Migrant College Day, Fresno Art Museum, Arte America Art Center, After school Program Field Trips included, Young Chefs Academy, Metal Mark, Gateway Ice Center

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 3d 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 interests became evident through these lessons. All K-8 students have either an Ipad or a chromebook designated to them for 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 with-in their group to overcome obstacles which presented them with different challenges toward completing the task.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District did not spend \$3000.00 that was budgeted as the chromebook program did not start this fiscal year. Resources will be allocated to move forward with the program for the next fiscal year.

The district budgeted \$13,787.00 in order to provide extra steam activities and experiences for students, however experiences from the previous year were not billed to district and needed to be paid this fiscal year which almost doubled the budgeted amount. The expenditures were \$27,234.00. for 2 years combined.

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.

Modifications have been added to actions 2 and 3 and now incorporate the use of materials and supplies, presentations and field trips by extending opportunities past the regular school day due to the addition/ incorporation of the After School Program STEAM activities and enrichment opportunities.

# Stakeholder Engagement

LCAP Year: 2019-20

## 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:

Orange Center CTA, teachers, classified and management/classified/confidential staff meetings held to review LCAP on 5/6/19, 5/24/19

- Staff: Staff meeting held 5/10/19, 5/24/19 & 6/5/2019.
- DAC/PAC Parent Meetings: 9/18/18, 9/6/18, 2/26/19, 5/7/19, 5/14/19.
- English Learner Advisory Committee: 9/18/18, 9/6/18, 2/26/19, 5/7/19, 5/14/19
- District English Learner Advisory Committee: 9/18/18, 9/6/18, 2/26/19, 5/7/19, 5/14/19
- Migrant: 9/18/18, 11/6/18, 1/15/19, 2/26/19, 3/12/19, 5/7/19
- Presented to classified/certificated/confidential staff/ parents for review and comments 6/5/19
- The Orange Center student body completed a survey on the week of May 20th, 2019, in order to provide administration with feedback pertaining to meeting the district priorities.

- Unduplicated pupils are given the opportunity to share concerns and ideas through facilitated discussion (throughout the year) & tiger chats (daily).
- Public hearing 6/12/2019 comments period 6/7/2019 9-6/26/2019 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 5/14/2019. No comments regarding the final LCAP arose during the final draft presentation.
- The Orange Center School Board approved the LCAP and the Budget for the 2019-2020 school year on 6/26/2019.

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. The District does not have a classified bargaining unit but classified employees are given the opportunity to participate in the LCAP planning process during the ALL STAFF LCAP meetings, in addition to all other stakeholder LCAP meetings that were available.

## **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 and extended past the school day, 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, continued services for 3 days with School psychologist, continue visitor sign (Raptor). All of these points of feedback are reflected in the plan.

Newly addressed areas:

Provide a reading and math intervention program in the 2018-2019 school year.

Increase opportunities for teachers to plan instruction and pacing.

Provide music classes for students.

Provide a cohesive Physical Education Curriculum.

Provide increased amount of academic support for SPED students in the general education setting.

Orange Center will continue to provide an increased amount of designated ELD support delivered by highly trained Instructional Aides, with an emphasis on training.

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

7th-8th grade students to take home Chromebooks in order to extend learning past the school day.

Training in the area of safety and emergency situations to include bus evacuations and bus safety.

Cameras and radio communication on buses.

Safety cameras and digital sign for parent communication.

Increase the number of hands on experiences and lessons in the classroom: keyboarding, home economics, science experiments, music.

Provide safe and comfortable furniture for students and staff safe work and school environment.

Update and maintain facilities:play yards and fields (holes filled in), rain gutter maintenance and upgrade, repair cracks in sidewalks.

Increase the number of clubs and extracurricular opportunities: cheer, dance team, band, and community service opportunities.

Increase opportunities for parent education and parent involvement.

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 following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

Increase student achievement of all students and sub groups

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

Statewide assessments for ELA, Math and ELD indicate low performance by all students and subgroups. There are no Needs or Metrics for A-G, CTE, AP Exams, EAP, High School dropout, or graduation, because we are a K-8 single school district and as API has been suspended.

### 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	Mathematics 2015-2016	Mathematics 2016-2017	Mathematics 2017-2018	Mathematics 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by Math CAASPP scores Distance from level 3	+15 points (Low- 87.9 points below 'Met')	(Low- 80 points below 'Met')	(Low- 75 points below 'Met')	(Low- 50 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 Average score of 4.0	State standards Implemented as measured by 2017-2018 Average score of 4.0	State standards Implemented as measured by 2018-2019 Average score of 4.0	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 by CELDT/ELPAC annual growth data	2016-2017 Percent of ELs making annual growth in English: 63.5	2017-2018 Percent of ELs making annual growth in English: 68.5	2018-2019 Percent of ELs making annual growth in English: 73.5	2019-2020 Percent of ELs making annual 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 student- .8%	2017-2018 5%	2018-2019 10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

## 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

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 who 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

#### 2018-19 Actions/Services

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 who 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

#### 2019-20 Actions/Services

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 who 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 as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

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.

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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$941,046	\$954,089	\$1,017,836.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF
Amount	\$424,524	\$427,500	\$395,550.00
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

B. Orange Center School District English Learner Students need to progress in the area of english language acquisition in order to access the curriculum and in order to increase the number of English Learner students who are reclassified. Because of this need 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. As a result, the district expects to see an increase in academic achievement for all EL students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

B. Orange Center School District English Learner Students need to progress in the area of english language acquisition in order to access the curriculum and in order to increase the number of English Learner students who are reclassified. Because of this need 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. As a result, the district expects to see an increase in academic achievement for all EL students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

B. Orange Center School District English Learner Students need to progress in the area of English language acquisition in order to access the curriculum and in order to increase the number of English Learner students who are reclassified. Because of this need 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. As a result, the district expects to see an increase in academic achievement for all EL students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$71,854	\$75,000	\$90,458.32
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries
Amount	\$22,343	\$29,700	\$33,768.10
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$41,226	\$42,875	\$55,827.35
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$4,420.00	\$4,420.00	\$3,538.00
Source	Title III	Title III	Title III
Budget Reference	4000-4999: Books And Supplies EL Support Materials and supplies	4000-4999: Books And Supplies EL Support Materials and supplies	4000-4999: Books And Supplies
Amount			\$43,132.41
Source			Title I
Budget Reference			3000-3999: Employee Benefits
Amount			\$15,000.00
Source			LCFF
Budget Reference			4000-4999: Books And Supplies

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

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

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

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.

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.

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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,998	\$15,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries
Amount	\$19,332	\$15,349	\$15,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount		3,000.00	\$4,500.00
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

## Action 4

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 1st-8th Grade

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

D. 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, creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data. As a result, we expect to see increased academic achievement for all students as measured by: CAASPP Math and ELA , ELPAC, RESULTS, and STAR Reading.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

D. 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, creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data. As a result, we expect to see increased academic achievement for all students as measured by: CAASPP Math and ELA , ELPAC, RESULTS, and STAR Reading.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

D. 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, creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data. As a result, we expect to see increased academic achievement for all students as measured by: CAASPP Math and ELA , ELPAC, RESULTS, and STAR Reading.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,102	\$35,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$21,130	\$15,500	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$5,000.00	\$6,000.00	\$20,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			9,403.00
Source			Title IV
Budget Reference			4000-4999: Books And Supplies

## Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)  [Add Students to be Served selection here]	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  [Add Scope of Services selection here]	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  [Add Location(s) selection here]
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## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

### 2017-18 Actions/Services

E. 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 consistent staff, highly qualified and fully credentialed teachers, Orange Center will include actions to support teachers in opportunities for CSET test preparation in the form of CSET test Prep and BTSA teacher support. 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.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

### 2018-19 Actions/Services

E. School data indicates that 28% of the 16 general education and SPED teachers on campus hold a Provisionary Credential (STIP, PIP, or Intern). In order to maintain consistent staff, highly qualified and fully credentialed teachers, Orange Center will include actions to support teachers in opportunities for CSET test preparation in the form of CSET test Prep and BTSA teacher support. 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.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000.00	\$6,000.00	\$10,000.00
Source	LCFF	LCFF	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount			\$10,000.00
Source			Title II
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$4,000.00
Source			Title II
Budget Reference			3000-3999: Employee Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

Students and staff 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 Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

County Williams visits point out a need to continue to update and maintain facilities. Discipline data indicates a need for a positive intervention approach

### 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" (Actual)	FIT Score- 2016-2017 - "good" .	FIT Score-2018-2019 - "excellent" . (Goal)	FIT Score- 2019-2020 - "excellent" . (Goal)
Attendance as measured by district average attendance	Attendance: 2015-2016 (96.6%) (Actual)	Attendance: 2016-2017 (97.6%) (Actual)	Attendance: 2017-2018 (98.6%)	Attendance: 2018-2019 (97%)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 (15%)	Chronic Absenteeism: 2018-2019 (8%)
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: Fall 2018: 2 % Declined Significantly 2.3% (Goal)	Suspension rate: Fall 2019: 1 % Declined Significantly 1% (Goal)
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 <ul style="list-style-type: none"> <li>• % responses high levels for school connectedness</li> <li>• % responses feel very safe at school</li> </ul>	School Climate Survey (2nd-8th grade) <ul style="list-style-type: none"> <li>• % responses high levels for school connectedness.</li> </ul> <p>2016-2017 Very Connected- 74.3% Somewhat Connected- 21.9% Not Connected- 3.8%</p>	School Climate Survey (2nd-8th grade) <ul style="list-style-type: none"> <li>• % responses high levels for school connectedness.</li> </ul> <p>2017-2018 Very Connected- 90% Somewhat Connected- 10% Not Connected- 0%</p>	School Climate Survey (2nd-8th grade) (Goal) <ul style="list-style-type: none"> <li>• % responses high levels for school connectedness</li> </ul> <p>2018-2019 Very Connected- 95% Somewhat Connected- 5% Not Connected- 0%</p> <ul style="list-style-type: none"> <li>• % responses of students feel</li> </ul>	School Climate Survey (2nd-8th grade) (Goal) <ul style="list-style-type: none"> <li>• % responses high levels for school connectedness</li> </ul> <p>2018-2019 Goal for 2019-20 Very Connected- 100% Somewhat Connected- 0% Not Connected- 0%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> <li>% responses of students feel very safe at school 2016-2017 Very Safe- 66% Somewhat Safe- 33% Not safe- 6%</li> </ul>	<ul style="list-style-type: none"> <li>% responses of students feel very safe at school 2017-2018 Very Safe- 100% Somewhat Safe- 0 % Not safe- 0%</li> </ul>	<ul style="list-style-type: none"> <li>very safe at school 2018-2019 Very Safe- 100% Somewhat Safe- 0% Not safe-0%</li> </ul>	<ul style="list-style-type: none"> <li>% responses of students feel very safe at school 2018-2019 Goal for 2019-20 Very Safe- 100% Somewhat Safe- 0% Not safe- 0%</li> </ul>

## 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18      Select from New, Modified, or Unchanged for 2018-19      Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A. To ensure student engagement in a rural school home to school transportation is required.	A. To ensure student engagement in a rural school home to school transportation is required.	A. To ensure student engagement in a rural school home to school transportation is required.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,178	\$60,953	\$60,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Transportation costs	2000-2999: Classified Personnel Salaries Transportation costs	2000-2999: Classified Personnel Salaries
Amount	\$14,452	\$30,000	\$35,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Transportation Costs	3000-3999: Employee Benefits Transportation Costs	3000-3999: Employee Benefits
Amount	\$5,920	\$10,500	\$15,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Transportation Costs	4000-4999: Books And Supplies Transportation Costs	4000-4999: Books And Supplies
Amount	\$14,315	0.0	0.0
Source	LCFF	LCFF	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs Transportation Costs	5700-5799: Transfers Of Direct Costs Transportation Costs	5700-5799: Transfers Of Direct Costs

Amount	\$16,312	\$20,000	\$30,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation Costs	5000-5999: Services And Other Operating Expenditures Transportation Costs	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$16,016	\$16,683	\$20,000.00
Source	Title IV	Title IV	Title IV
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries Transportation Costs	2000-2999: Classified Personnel Salaries
Amount	\$6,779	\$7,061	\$3,000.00
Source	Title IV	Title IV	Title IV
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action	
2017-18 Actions/Services  B. 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.	2018-19 Actions/Services  B. To provide a safe and comfortable learning and collaboration environment facilities, furniture and grounds must be well maintained.	2019-20 Actions/Services  B. To provide a safe and comfortable learning and collaboration environment facilities, furniture, and grounds must be well maintained.	
<b>Budgeted Expenditures</b>			
Year Amount Source Budget Reference Amount Source Budget Reference Amount Source Budget Reference	2017-18 \$117,951 LCFF 2000-2999: Classified Personnel Salaries LCFF \$45,918 LCFF 3000-3999: Employee Benefits Furniture and materials for learning /safe environment / signage \$47,894 LCFF 4000-4999: Books And Supplies Raptor Technologies	2018-19 \$100,000 LCFF 2000-2999: Classified Personnel Salaries LCFF \$47,831 LCFF 3000-3999: Employee Benefits \$75,000 LCFF 4000-4999: Books And Supplies Raptor Technologies / Furniture and materials for learning safe environment / signage	2019-20 \$86,017.00 LCFF 2000-2999: Classified Personnel Salaries LCFF \$42,000.00 LCFF 3000-3999: Employee Benefits \$20,000.00 LCFF 4000-4999: Books And Supplies

Amount	\$126,530	\$30,000	\$104,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$123,537	\$100,000	\$25,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5900: Communications Radios- upgrade, replace	5900: Communications upgrade, replace, public announcement system, cameras	5900: Communications
Amount	\$94,111.00	\$40,000.00	\$10,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies General materials and supplies	4000-4999: Books And Supplies General materials and supplies	4000-4999: Books And Supplies
Amount	\$166,933	\$166,933	\$110,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Services for general facilities upkeep, sanitation and safety	5000-5999: Services And Other Operating Expenditures Services for general facilities upkeep, sanitation and safety	5000-5999: Services And Other Operating Expenditures
Amount	\$24,000.00	\$24,000.00	\$24,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Maintenance professional consulting services	5800: Professional/Consulting Services And Operating Expenditures Maintenance professional consulting services	5800: Professional/Consulting Services And Operating Expenditures

Amount	\$10,000.00	0	0.00
Source	LCFF	Not Applicable	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures resurface play/study area	Not Applicable	

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

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 space, 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 entire student population. The district will expect to see an increase in the number of parents attending parent involvement activities and an increase in the number of VAPA opportunities available to students.

opportunities. In order to meet the need, the district will provide a sound system and digital sign 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. The district will expect to see an increase in the number of parents attending parent involvement activities and an increase in the number of VAPA opportunities available to students.

opportunities. In order to meet the need, the district will update stage area and performance area 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. The district will expect to see an increase in the number of parents attending parent involvement activities and an increase in the number of VAPA opportunities available to students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$1,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999: Capital Outlay Cafeteria Air	6000-6999: Capital Outlay	6000-6999: Capital Outlay

## Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	Schoolwide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

### 2017-18 Actions/Services

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 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 ELPA. In addition, the district expects to decrease

Select from New, Modified, or Unchanged for 2018-19

Modified Action

### 2018-19 Actions/Services

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, in addition to our district registered school nurse. 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 ELPA. In addition,

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2019-20 Actions/Services

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, in addition to our district registered school nurse. 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 ELPA. In addition,

the number of chronically absent students and increase attendance rates.

the district expects to decrease the number of chronically absent students and increase attendance rates.

the district expects to decrease the number of chronically absent students and increase attendance rates.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,102	\$35,000	\$34,379.28
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries LCFF	2000-2999: Classified Personnel Salaries LCFF	2000-2999: Classified Personnel Salaries
Amount	\$21,130	\$25,000	\$25,120.90
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits
Amount		8316	\$16,554.90
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Registered School Nurse	5800: Professional/Consulting Services And Operating Expenditures
Amount			\$5,000.00
Source			LCFF
Budget Reference			4000-4999: Books And Supplies

Amount		\$400.00
Source		LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures

## Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

E. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that identify students who are in need of academic and behavior programs and intervention, in and outside of the

#### 2018-19 Actions/Services

E. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that identify students who are in need of academic and behavior programs and intervention, in and outside of the

#### 2019-20 Actions/Services

E. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that identify students who are in need of academic 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.

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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,528	\$4,500	\$2,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries
Amount	\$9,000	\$16,979	\$25,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies LCFF	4000-4999: Books And Supplies LCFF	4000-4999: Books And Supplies LCFF

Amount			\$1,500.00
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries

## Action 6

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

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.

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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,000.00	\$19,000.00	\$19,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1 supplemental day	5800: Professional/Consulting Services And Operating Expenditures 1 supplemental day	5800: Professional/Consulting Services And Operating Expenditures

## Action 7

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

## 2017-18 Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

## 2018-19 Actions/Services

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

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

## 2019-20 Actions/Services

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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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 Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,000.00	\$28,000.00	\$28,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2 required days	5800: Professional/Consulting Services And Operating Expenditures 2 required days	5800: Professional/Consulting Services And Operating Expenditures

## Action 8

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
H. The district is required to provided a Sex Education / HIV Prevention course for students in one of their middle school years. Because of this requirement, the District will provide a Sex Education / HIV Prevention course for students in the 7th grade. As a result, we expect to meet the state requirement.	H. The district is required to provided a Sex Education / HIV Prevention course for students in one of their middle school years. Because of this requirement, the District will provide a Sex Education / HIV Prevention course for students in the 7th grade. As a result, we expect to meet the state requirement.	H. The district is required to provide a CHYA- California Healthy Youth Act course for students in one of their middle school years. Because of this requirement, the District will provide a CHYA course for students in the 7th grade. As a result, we expect to meet the state requirement.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,515	\$3,700	\$3,900
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures FCOE- Positive Prevention Contract	5800: Professional/Consulting Services And Operating Expenditures FCOE- Positive Prevention Contract	5800: Professional/Consulting Services And Operating Expenditures

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## 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 Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### 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 Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Retain fully credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review and decrease the number of teachers on	For the 2016-2017 school year staffing lists shows 76% (13/17) teachers have obtained a multiple subject/clear credential.	For the 2017-2018 school year staffing lists shows 87% (15/17) teachers have obtained a multiple subject/clear credential.	For the 2018-2019 school year staffing lists shows: 0/17 mis-assignments 0/17 vacancies 1/17 temporary credentials (PIP/ STIP)	For the 2019-2020 school year staffing lists shows: 0/18 mis-assignments 0/18 vacancies

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
temporary credentials (PIP/ STIP)				

## 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Orange Center

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

#### 2017-18 Actions/Services

A. Our unduplicated students have the least opportunities to engage in creative thinking and hands on learning and STEAM experiences, to further learning, outside of the regular school day.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

#### 2018-19 Actions/Services

A. Our unduplicated students have the least opportunities to engage in creative thinking and hands on learning and STEAM experiences, to further learning, outside of the regular school day.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2019-20 Actions/Services

A. Our unduplicated students have the least opportunities to engage in creative thinking and hands on learning and STEAM experiences, to further learning, outside of the regular school day.

Because of this need, our LEA will purchase materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies 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 percentages of ELs making annual growth in the ELPAC.

Because of this need, our LEA will purchase materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies 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 percentages of ELs making annual growth in the ELPAC.

Because of this need, our LEA will purchase materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies 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 percentages of ELs making annual growth in the ELPAC.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,394	\$1,000	\$31,822.30
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Greenfield Lexia	5800: Professional/Consulting Services And Operating Expenditures LCFF - Greenfield Lexia	4000-4999: Books And Supplies
Amount	\$4,093	\$3,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - IXL	5800: Professional/Consulting Services And Operating Expenditures LCFF - IXL	5800: Professional/Consulting Services And Operating Expenditures

Amount	\$2,988	\$3,500	\$0.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Reflex Math	5800: Professional/Consulting Services And Operating Expenditures LCFF - Reflex Math	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$1,489	\$2,000	\$1,105.00
Source	LCFF	LCFF	Lottery
Budget Reference	4000-4999: Books And Supplies LCFF - Brain Pop	4000-4999: Books And Supplies LCFF - Brain Pop	4000-4999: Books And Supplies
Amount	\$5,892	\$6,203	\$4,425.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures LCFF - Illuminate	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$4,176	\$5,000	\$4,678
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Renaissance	5800: Professional/Consulting Services And Operating Expenditures LCFF - Renaissance	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$13,724.00	\$20,000.00	\$5,000.00
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Instructional Material	4000-4999: Books And Supplies Instructional Material	4000-4999: Books And Supplies

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

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

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

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 percentages of ELs making annual growth in the ELPAC.

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 percentages of ELs making annual growth in the ELPAC.

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 percentages of ELs making annual growth in the ELPAC.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$560	\$583	\$6,120.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries
Amount	\$1,536	\$5,000	\$15,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies LCFF	4000-4999: Books And Supplies LCFF	4000-4999: Books And Supplies
Amount	\$11,664.00	\$11,664	\$1,456.19
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Teacher Training - ELA and Math	5800: Professional/Consulting Services And Operating Expenditures Teacher Training - ELA and Math	5000-5999: Services And Other Operating Expenditures
Amount	\$11,664.00	\$11,664	\$500.00
Source	Title II	Title II	Title II
Budget Reference	4000-4999: Books And Supplies Teacher resources - ELA	4000-4999: Books And Supplies Teacher resources - ELA	4000-4999: Books And Supplies

## Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

#### 2017-18 Actions/Services

C. 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 continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCOE Curriculum and Instruction Department increased services will be

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

#### 2018-19 Actions/Services

C. 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 continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCOE Curriculum and Instruction Department increased services will be

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2019-20 Actions/Services

C. 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 continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCSS 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. As a result, we expect to have 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.

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 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.

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 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.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$81,522.00	\$40,000.00	\$38,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF	5800: Professional/Consulting Services And Operating Expenditures LCFF	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$131,997.00	\$131,997	\$62,276.35
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies supplement core	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			\$29,308.29
Source			Lottery
Budget Reference			4000-4999: Books And Supplies
Amount			\$1,162.65
Source			Title II
Budget Reference			4000-4999: Books And Supplies

## Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

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 the 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.

#### 2018-19 Actions/Services

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 the 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.

#### 2019-20 Actions/Services

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 the 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.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$42,817	\$45,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted LCFF - Core	0000: Unrestricted LCFF - Core	0000: Unrestricted

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

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 Priorities: Priority 3: Parental Involvement (Engagement)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Low numbers of parents who are involved in planning meetings and educational experiences indicate a need for an increase in the numbers of parents who participate in educational activities. Lack of, reliable parent involvement data, indicates the need of developing a monitoring system to gauge parent participation in all offered activities.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parental Engagement as measured by a summary of progress based on sign in sheets from parent engagement activities.	2015-2016 average number of parents attending parent engagement activities was 10.25.  2016-2017 average number of parents attending parent	Increase the average number of parents attending parent engagement activities to 65.	Increase the average number of parents attending parent engagement activities to 75.	Increase the average number of parents attending parent engagement activities to 90.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	engagement activities was 57.			
Parent/guardian input of ideas on how the school could improve students' educational experience.	2018-19 - approximately 25 families returned school surveys in spring of 2019.	Not Implemented	Not Implemented	Increase the number of surveys returned and increase the number of opportunities for parents to give feedback on district sponsored programs.
Parent Involvement as measured by summary of progress based ib sign in sheets from Planned Parent meetings.	2018-19 - 4 parent/guardians attended "LCAP Parent" meetings held in May and June of 2019.	not implemented	not implemented	Increase the number of parents actively participating in district/parent led planning meetings, for example, DELAC, ELAC, DAC, PTC.

## 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
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 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 attendance to parent engagement 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.	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 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 attendance to parent engagement 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.	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, Superintendent/Principal, in coordination with the Parent Engagement Team Teachers 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 attendance to parent engagement 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

Year	2017-18	2018-19	2019-20
Amount	\$120,107	\$130,440	\$98,573.15
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF / Base	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries
Amount	\$28,278	\$40,400	\$30,675.00
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits
Amount	\$28,842	\$30,044	\$30,044.33
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$5,656	\$5,892	\$6,084.00
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$831	\$5,000	\$2,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$13,800.00	\$7,500.00	\$0.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences and Professional Learning Costs	5000-5999: Services And Other Operating Expenditures Conferences and Professional Learning Costs	5000-5999: Services And Other Operating Expenditures
Amount	\$120,225.00	\$100,000.00	\$29,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Office and Administrative Expenditures	5800: Professional/Consulting Services And Operating Expenditures Office and Administrative Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount		22,617.00	\$22,617.00
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		13,632.52	\$14,238.77
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools
<b>Actions/Services</b>		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
B. Data indicates that our unduplicated students / families have the least opportunities to engage in activities geared towards parent involvement and parent education as it relates to educational topics. Because of this need, the 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. 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 an increase in attendance to parent engagement activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages	B. Data indicates that our unduplicated students / families have the least opportunities to engage in activities geared towards parent involvement and parent education as it relates to educational topics. Because of this need, the 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. 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 an increase in attendance to parent engagement activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages	B. Data indicates that our unduplicated students / families have the least opportunities to engage in activities geared towards parent involvement and parent education as it relates to educational topics. Because of this need, the 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. 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 an increase in attendance to parent engagement 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.

of ELs making annual growth in the ELPAC.

of ELs making annual growth in the ELPAC.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,149	\$5,500	\$1,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries
Amount	\$27,955	\$29,120	\$200.00
Source	Title I	Title I	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits
Amount	\$4,814	\$8,218	\$0.00
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
<b>Actions/Services</b>		
Unchanged Action	Unchanged Action	Unchanged Action
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
C. The inability to communicate with Spanish speaking and Hmong families has inhibited the District's ability to provide extensive services and information to families who speak Hmong or Spanish. Because of this need, the District will provide instructional assistance to students and outreach and support to identified subgroups and Hmong/ Spanish speaking parents in regards to attendance, 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. As a result, we expect to see an increase in attendance, parental involvement from specified subgroups of students, and an increase in see increased academic achievement for the unduplicated student population as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	C. The inability to communicate with Spanish speaking and Hmong families has inhibited the District's ability to provide extensive services and information to families who speak Hmong or Spanish. Because of this need, the District will provide instructional assistance to students and outreach and support to identified subgroups and Hmong/ Spanish speaking parents in regards to attendance, 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. As a result, we expect to see an increase in attendance, parental involvement from specified subgroups of students, and an increase in see increased academic achievement for the unduplicated student population as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	C. The inability to communicate with Spanish speaking and Hmong families has inhibited the District's ability to provide extensive services and information to families who speak Hmong or Spanish. Because of this need, the District will provide instructional assistance to students and outreach and support to identified subgroups and Hmong speaking parents in regards to attendance, 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. As a result, we expect to see an increase in attendance, parental involvement from specified subgroups of students, and an increase in see increased academic achievement for the unduplicated student population as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

<b>Budgeted Expenditures</b>		
Year	2017-18	2018-19
Amount	\$28,045	\$29,120
Source	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries LCFF	2000-2999: Classified Personnel Salaries LCFF
Amount	\$4815	\$5,016
Source	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits LCFF
		2019-20
		\$18,017.00
		LCFF
		2000-2999: Classified Personnel Salaries
		\$5,793.28
		LCFF
		3000-3999: Employee Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## 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 Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### 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.

### 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	2015-2016	2016-2017	2017-2018 67.1% of 5th grade	2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by Physical Fitness Testing for grades 5th & 7th grade students	57.1% of 5th grade students in the Healthy Fitness Zone 35.5% of 7th grade students in the Healthy Fitness Zone	62.1% of 5th grade students in the Healthy Fitness Zone 40.5% of 7th grade students in the Healthy Fitness Zone	students in the Healthy Fitness Zone 60.5% of 7th grade students in the Healthy Fitness Zone	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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

## 2017-18 Actions/Services

A. Our unduplicated students have the least opportunities to engage in a 21st century learning experiences that require instructional technology and technical support. Because of this need, the District will 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. 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, increased exposure to technology & knowledge of jobs in the technology field, as well as increased percentages of ELs making annual growth in the ELPAC.

## 2018-19 Actions/Services

A. Our unduplicated students have the least opportunities to engage in a 21st century learning experiences that require instructional technology and technical support. Because of this need, the District will 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. 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, increased exposure to technology & knowledge of jobs in the technology field, as well as increased percentages of ELs making annual growth in the ELPAC.

## 2019-20 Actions/Services

A. Our unduplicated students have the least opportunities to engage in a 21st century learning experiences that require instructional technology and technical support. Because of this need, the District will 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. 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, increased exposure to technology & knowledge of jobs in the technology field, as well as increased percentages of ELs making annual growth in the ELPAC.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$81,467	\$87,000	\$87,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Technology Coordinator	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF

Amount	\$28,768	\$31,000	\$31,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits 1 day a week only	3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits LCFF
Amount	\$18,810	\$22,000	\$22,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF	5800: Professional/Consulting Services And Operating Expenditures LCFF	5800: Professional/Consulting Services And Operating Expenditures

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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.

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.

Modification: Will incorporate the use of materials and supplies due to the addition/incorporation of the After School Program STEAM activities and enrichment opportunities.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,315	\$27,700	\$42,867.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies headphones for class use	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$21,666	\$22,806	\$16,000.00
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies computers (if replacements are needed)	4000-4999: Books And Supplies computers (if replacements are needed)	4000-4999: Books And Supplies
Amount	\$7,156	\$7,533	\$7,000.00
Source	Title IV	Title IV	Title IV
Budget Reference	4000-4999: Books And Supplies computer bags for safe chromebook / laptop travel	4000-4999: Books And Supplies computer bags for safe chromebook / laptop travel	4000-4999: Books And Supplies
Amount		5,000.00	5,000.00
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Library Services	5800: Professional/Consulting Services And Operating Expenditures
Amount		3000.00	\$3,000.00
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Chromebook Insurance	5000-5999: Services And Other Operating Expenditures

Amount		\$52,754.00
Source		After School Education and Safety (ASES)
Budget Reference		2000-2999: Classified Personnel Salaries
Amount		\$28,818.00
Source		After School Education and Safety (ASES)
Budget Reference		4000-4999: Books And Supplies
Amount		\$73,887.00
Source		After School Education and Safety (ASES)
Budget Reference		5000-5999: Services And Other Operating Expenditures
Amount		\$21,537.00
Source		Title IV
Budget Reference		2000-2999: Classified Personnel Salaries
Amount		\$29,410.86
Source		Title IV
Budget Reference		4000-4999: Books And Supplies

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

C. Our unduplicated students have the least opportunities to engage in opportunities to explore locations where they can observe varying fields of study and real life and physical fitness experiences. In order to meet that need, the District will 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. 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

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

C. Our unduplicated students have the least opportunities to engage in opportunities to explore locations where they can observe varying fields of study and real life and physical fitness experiences. In order to meet that need, the District will 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. 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

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

C. Our unduplicated students have the least opportunities to engage in opportunities to explore locations where they can observe varying fields of study and real life and physical fitness experiences. In order to meet that need, the District will 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. 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.	students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Will incorporate After School Program STEAM activities and enrichment opportunities.  Modification: Will incorporate presentations and field trips through the addition/incorporation of the After School Program STEAM enrichment opportunities.
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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,648	\$12,787	\$15,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$319	\$1,000	\$1,200.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			10,000.00
Source			Lottery
Budget Reference			4000-4999: Books And Supplies

Amount		\$14,532.62
Source		Title I
Budget Reference		4000-4999: Books And Supplies
Amount		\$23,400.00
Source		LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries
Amount		\$5,200.00
Source		LCFF
Budget Reference		3000-3999: Employee Benefits
Amount		\$1,200.00
Source		LCFF
Budget Reference		2000-2999: Classified Personnel Salaries
Amount		\$500.00
Source		LCFF
Budget Reference		3000-3999: Employee Benefits
Amount		\$12,000.00
Source		LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries

Amount		\$11,781.00
Source		Title IV
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures

#### Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

D. 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 and that Orange Center

#### 2018-19 Actions/Services

D. 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 and that Orange Center

#### 2019-20 Actions/Services

D. 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 and that Orange Center

serves a large number of EL students. Because of this need, District will provide a 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. 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.

serves a large number of EL students. Because of this need, District will provide a 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. 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.

serves a large number of EL students. Because of this need, District will provide a research based an program that gives students the opportunity to learn a second target language (Spanish/English), in the form of Dual Immersion Program. 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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$5,000.00	\$200.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies supplemental materials	4000-4999: Books And Supplies supplemental materials	4000-4999: Books And Supplies
Amount	\$1,000.00	\$2,000.00	\$4,000.00
Source	LCFF	LCFF	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries BCLAD stipend	1000-1999: Certificated Personnel Salaries BCLAD stipend	1000-1999: Certificated Personnel Salaries

Amount	\$3,000.00	\$3,000.00	\$23,400.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures specialized training	5800: Professional/Consulting Services And Operating Expenditures specialized training	2000-2999: Classified Personnel Salaries
Amount			\$5,200.00
Source			LCFF
Budget Reference			3000-3999: Employee Benefits

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$970,008.00	39.21%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, Orange Center School District has calculated that it will receive \$970,008.00 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include:

As a method to meet the needs of the Unduplicated Student Population Orange Center School District will implement the following initiatives:

- 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.
- Continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History with a strong emphasis on WRITING AND MATHEMATICS.
- Continued implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and creation of Mathematics intervention program, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data.

- Preventative healthcare measures through a site LVN
- Positive Behavior Intervention and Support Program
- 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.
- Purchase of materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies
- 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 digital Marquee.
- 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, portfolio day, college visits, and out of district competitions.
- District will provide a research based 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 98.4%, 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 98.4%. Orange Center School District has demonstrated that it has met the 39.21%proportionality percentage by expending \$970,008.00 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.

#### **LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$925,343.00	40.34%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, Orange Center School District has calculated that it will receive \$925,343.00 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include:

As a method to meet the needs of the Unduplicated Student Population Orange Center School District will implement the following initiatives:

- 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.
- Continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History with a strong emphasis on WRITING AND MATHEMATICS.
- Continued implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and creation of Mathematics intervention program, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data.
- Preventative healthcare measures through a site LVN
- Positive Behavior Intervention and Support Program
- 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.
- Purchase of materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies
- 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 digital Marquee.
- 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, portfolio day, college visits, and out of district competitions.
- District will provide a research based 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 40.34. Orange Center School

District has demonstrated that it has met the 40.34 proportionality percentage by expending \$925,343.00 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.

#### LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$873,874	41.37%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, Orange Center School District has calculated that it will receive \$873,874 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include:

As a method to meet the needs of the Unduplicated Student Population Orange Center School District will implement the following initiatives:

- 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.

- Continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History.
- Creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data.
- Preventative healthcare measures through a site LVN
- Positive Behavior Intervention and Support Program
- 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.
- Purchase of materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies
- 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.

## 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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. 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 EC. 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](mailto: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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# **Annual Update**

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. 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 California School Dashboard, 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 California School Dashboard, 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. EC 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. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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, enter 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, enter 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**

List the state and/or local priorities addressed by the goal. 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 California School Dashboard, 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 Demonstration of Increased or Improved Services for Unduplicated Students 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**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 enter "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 entering “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:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 EC 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 California Code of Regulations, Title 5 (5 CCR) Section 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 Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 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 (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - 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 University of California (UC) or California State University (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 California English Language Development Test (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. A broad course of study including courses described under *EC* 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 *EC* 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 *EC* 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
  - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
  - (B) The total number of students in the cohort.
  - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
  - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    - (i) a regular high school diploma
    - (ii) a High School Equivalency Certificate
    - (iii) an adult education diploma
    - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
  - (B) The number of students in the DASS graduation cohort.
  - (C) Divide (1) by (2).

(d) "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).

(e) "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 EC 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 EC 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 EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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, January 2019*

## LCAP Expenditure Summary

<b>Total Expenditures by Funding Source</b>						
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Funding Sources	3,465,642.52	2,806,691.10	3,502,461.00	3,465,642.52	3,587,869.05	10,555,972.57
After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	155,459.00	155,459.00
LCFF	3,115,665.52	2,661,881.10	3,168,882.00	3,115,665.52	3,022,311.00	9,306,858.52
Lottery	20,000.00	31,303.00	13,724.00	20,000.00	45,413.29	79,137.29
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Title I	270,952.00	81,484.00	262,156.00	270,952.00	227,897.06	761,005.06
Title II	23,328.00	3,985.00	23,328.00	23,328.00	27,118.84	73,774.84
Title III	4,420.00	42.00	4,420.00	4,420.00	7,538.00	16,378.00
Title IV	31,277.00	27,996.00	29,951.00	31,277.00	102,131.86	163,359.86

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	3,465,642.52	2,806,691.10	3,502,461.00	3,465,642.52	3,587,869.05	10,555,972.57
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	42,817.00	44,730.00	40,000.00	42,817.00	45,000.00	127,817.00
1000-1999: Certificated Personnel Salaries	1,339,156.00	1,318,981.00	1,301,653.00	1,339,156.00	1,419,431.80	4,060,240.80
2000-2999: Classified Personnel Salaries	336,368.00	254,766.00	293,473.00	336,368.00	397,248.63	1,027,089.63
3000-3999: Employee Benefits	689,750.52	617,082.00	628,607.00	689,750.52	689,962.46	2,008,319.98
4000-4999: Books And Supplies	391,599.00	186,593.00	387,723.00	391,599.00	419,944.07	1,199,266.07
5000-5999: Services And Other Operating Expenditures	195,433.00	129,744.10	202,716.00	195,433.00	189,543.19	587,692.19
5700-5799: Transfers Of Direct Costs	0.00	0.00	14,315.00	0.00	0.00	14,315.00
5800: Professional/Consulting Services And Operating Expenditures	350,519.00	241,559.00	490,437.00	350,519.00	400,738.90	1,241,694.90
5900: Communications	100,000.00	10,340.00	123,537.00	100,000.00	25,000.00	248,537.00
6000-6999: Capital Outlay	20,000.00	2,896.00	20,000.00	20,000.00	1,000.00	41,000.00
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	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	3,465,642.52	2,806,691.10	3,502,461.00	3,465,642.52	3,587,869.05	10,555,972.57
	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	LCFF	42,817.00	44,730.00	40,000.00	42,817.00	45,000.00	127,817.00
1000-1999: Certificated Personnel Salaries	LCFF	1,309,112.00	1,315,578.00	1,272,811.00	1,309,112.00	1,375,387.47	3,957,310.47
1000-1999: Certificated Personnel Salaries	Title I	30,044.00	3,403.00	28,842.00	30,044.00	30,044.33	88,930.33
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	0.00	0.00	10,000.00	10,000.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	0.00	0.00	4,000.00	4,000.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	52,754.00	52,754.00
2000-2999: Classified Personnel Salaries	LCFF	247,690.00	231,103.00	208,276.00	247,690.00	247,130.28	703,096.28
2000-2999: Classified Personnel Salaries	Title I	71,995.00	4,166.00	69,181.00	71,995.00	55,827.35	197,003.35
2000-2999: Classified Personnel Salaries	Title IV	16,683.00	19,497.00	16,016.00	16,683.00	41,537.00	74,236.00
3000-3999: Employee Benefits	LCFF	668,579.52	614,001.00	611,358.00	668,579.52	633,746.05	1,913,683.57
3000-3999: Employee Benefits	Title I	14,110.00	652.00	10,470.00	14,110.00	49,216.41	73,796.41
3000-3999: Employee Benefits	Title II	0.00	0.00	0.00	0.00	4,000.00	4,000.00
3000-3999: Employee Benefits	Title IV	7,061.00	2,429.00	6,779.00	7,061.00	3,000.00	16,840.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	28,818.00	28,818.00
4000-4999: Books And Supplies	LCFF	193,179.00	75,760.00	197,096.00	193,179.00	201,889.30	592,164.30
4000-4999: Books And Supplies	Lottery	20,000.00	31,303.00	13,724.00	20,000.00	45,413.29	79,137.29
4000-4999: Books And Supplies	Title I	154,803.00	73,263.00	153,663.00	154,803.00	92,808.97	401,274.97

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Title II	11,664.00	155.00	11,664.00	11,664.00	1,662.65	24,990.65
4000-4999: Books And Supplies	Title III	4,420.00	42.00	4,420.00	4,420.00	3,538.00	12,378.00
4000-4999: Books And Supplies	Title IV	7,533.00	6,070.00	7,156.00	7,533.00	45,813.86	60,502.86
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	73,887.00	73,887.00
5000-5999: Services And Other Operating Expenditures	LCFF	195,433.00	129,744.10	191,052.00	195,433.00	114,200.00	500,685.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	11,664.00	0.00	1,456.19	13,120.19
5700-5799: Transfers Of Direct Costs	LCFF	0.00	0.00	14,315.00	0.00	0.00	14,315.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	338,855.00	237,729.00	490,437.00	338,855.00	378,957.90	1,208,249.90
5800: Professional/Consulting Services And Operating Expenditures	Title II	11,664.00	3,830.00	0.00	11,664.00	10,000.00	21,664.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	0.00	0.00	0.00	0.00	11,781.00	11,781.00
5900: Communications	LCFF	100,000.00	10,340.00	123,537.00	100,000.00	25,000.00	248,537.00
6000-6999: Capital Outlay	LCFF	20,000.00	2,896.00	20,000.00	20,000.00	1,000.00	41,000.00
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	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
<b>Goal 1</b>	1,629,433.00	1,554,968.00	1,606,975.00	1,629,433.00	1,770,013.18	5,006,421.18
<b>Goal 2</b>	889,456.00	618,106.10	983,121.00	889,456.00	745,872.08	2,618,449.08
<b>Goal 3</b>	284,428.00	177,130.00	329,699.00	284,428.00	265,853.78	879,980.78
<b>Goal 4</b>	432,499.52	235,188.00	386,517.00	432,499.52	258,242.53	1,077,259.05
<b>Goal 5</b>	229,826.00	221,299.00	196,149.00	229,826.00	547,887.48	973,862.48

\* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	1,254,575.52	855,381.00	1,182,530.00	1,254,575.52	1,488,566.05
After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	155,459.00
LCFF	928,342.52	732,497.00	871,746.00	928,342.52	970,008.00
Lottery	20,000.00	31,303.00	13,724.00	20,000.00	45,413.29
Not Applicable	0.00	0.00	0.00	0.00	0.00
Title I	270,952.00	81,484.00	262,156.00	270,952.00	227,897.06
Title II	23,328.00	3,985.00	23,328.00	23,328.00	3,118.84
Title III	4,420.00	42.00	4,420.00	4,420.00	7,538.00
Title IV	7,533.00	6,070.00	7,156.00	7,533.00	79,131.86
	4,420.00	42.00	4,420.00	4,420.00	
	7,533.00	6,070.00	7,156.00	7,533.00	
	7,533.00	6,070.00	7,156.00	7,533.00	

<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources	2,438,562.00	2,100,610.10	2,527,006.00	2,438,562.00	2,099,303.00
After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	0.00
LCFF	2,367,523.00	2,074,476.10	2,458,565.00	2,367,523.00	2,052,303.00
Lottery	0.00	0.00	0.00	0.00	0.00
Not Applicable	0.00	0.00	0.00	0.00	0.00
Title I	42,875.00	4,166.00	41,226.00	42,875.00	0.00
Title II	0.00	0.00	0.00	0.00	24,000.00
Title III	4,420.00	42.00	4,420.00	4,420.00	0.00
Title IV	23,744.00	21,926.00	22,795.00	23,744.00	23,000.00
	4,420.00	42.00	4,420.00	4,420.00	
	23,744.00	21,926.00	22,795.00	23,744.00	
	23,744.00	21,926.00	22,795.00	23,744.00	