LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum:</u> General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B:</u> Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics</u>: 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	Terry M. Hirschfield Superintendent	Email and Phone	thirschfield@orangecenter.org (559) 237-0437

<u>2017-20 Plan Summary</u>

THE STORY

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

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

LCAP HIGHLIGHTS

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

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

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

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

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

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

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

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

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

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

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

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

All 4th-5th grade students who attend Orange Center, have received instruction in beginning music which incorporated learning how to read music and playing the recorder.
All TK-3rd grade students who attend Orange Center, received instruction in the area of early music.

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

Creating and providing an intensive intervention program in ELA and Math.
Increase services to students who need support in the area of socio emotional development.
Extending technology access to students past the school day.
Providing training for all instructional aides.
Providing supplemental support materials to enhance Common Core lessons.

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

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

GREATEST NEEDS

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

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

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

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

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

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

PERFORMANCE GAPS

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

Students with Disabilities in the area of Mathematics All Students 87.9 points below level 3 and SPED students 143 points below 3
Students with Disabilities in the area of ELA All Students 70.3 points below level 3 and SPED students 127.7 points below 3

English Learners in the area of ELA All students 70.3 points below level 3 and EL students 78.8 points below 3
English Learners in the area of Mathematics All Students 87.9 points below level 3 and EL students 96 points below 3

Hispanics in the area of ELA All students 70.3 points below level 3 and Hispanics students 72.9 points below 3
Hispanics in the area of Mathematics All Students 87.9 points below level 3 and Hispanic students 91.5 points below 3

INCREASED OR IMPROVED SERVICES

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

In order to maintain and extend services:

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

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

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

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

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

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

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$3,813,032.15
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$3,142,329.52

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

The Preschool Fund, Cafeteria Fund, Capital Facilities Fund,and the Special Reserve Fund for other than Capital Outlay projects are not included in the expenditures specified for the LCAP.

$3,063,491.00   Total Projected LCFF Revenues for LCAP Year

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 1	Increase student achievement of all students and sub groups

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
For all students and all subgroups: The site and district will meet the growth target established by the state. Students' progress toward meeting or exceeding goals in English Language Arts and Mathematics on State Assessments will increase by 5%. Annual Measurable Achievement Objectives for English Learners set by the state will be met. Reclassification of English Language Learners will increase by 5%. SBAC Data indicates: 13% of students grades 3-8 in 2014-2015 testing period were meeting benchmark or above in ELA and 8% were meeting benchmark or above benchmark in Math.	For all students and all subgroups: The site and district did not meet the growth target established by the state. Students' progress toward meeting or exceeding goals increased in English Language Arts (+10.5 points) and Mathematics (+15 points) on State Assessments. Based on the most recent data from 2014-15, Annual Measurable Achievement Objectives for English Learners set by the state (State target: 60.5%) were not met in AMAO 1 (District Proficiency: 54.8%) or half of AMAO 2 (District Proficiency: 23.7% State target: 50.9%), but they were met in half of AMAO 2 (District Proficiency: 31.5% State target: 24.2%). Reclassification of English Language Learners increased by 9%. SBAC Data indicates: 20% of students grades 3-8 in 2015-2016 testing period met benchmark or were above in ELA and 13% met benchmark or were above in Math.

ACTIONS / SERVICES

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

Action	**1**

Actions/Services	PLANNED A. To increase academic achievement, a highly qualified staff must be hired and retained.	ACTUAL To increase academic achievement, a highly qualified staff has been hired and retained.

| Expenditures | BUDGETED
1000-1999: Certificated Personnel Salaries Base $1,344,269

0000: Unrestricted LCFF | ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries LCFF $874,237
3000-3999: Employee Benefits LCFF $337,488
1000-1999: Certificated Personnel Salaries Special Education $87,566
3000-3999: Employee Benefits Special Education $42,531 |

Action 2

| Actions/Services | PLANNED
B.   To increase the number of English Learner students who are reclassified, the District will provide English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students. These services will be principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. | ACTUAL
B.   To increase the number of English Learner students who are reclassified, the District has provided English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District has also provided professional learning opportunities to staff members who work with EL students. These services have been principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. |
| Expenditures | BUDGETED
LCFF Supplemental and Concentration $125,000 | ESTIMATED ACTUAL
LCFF 1000-1999: Certificated Personnel Salaries LCFF $68,130
3000-3999: Employee Benefits LCFF $25,238
Instructional Aides 2000-2999: Classified Personnel Salaries Title I $32,359
Instructional Aides - 3000-3999: Employee Benefits Title I $7,093
Illuminate 5800: Professional/Consulting Services And Operating Expenditures LCFF $5,908 |

Action 3

| Actions/Services | PLANNED
C.   Professional Development will be provided to TK-8th grade teachers in the area of teaching students the foundations of reading through California Reading and Literature Project, University California, Fresno in addition to student engagement/cooperative learning strategies training (Kagan). These services will be principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district's goal for the unduplicated student population. | ACTUAL
C. Professional Development has been provided to TK-8th grade teachers in the area of teaching students the foundations of reading through California Reading and Literature Project, University California, Fresno in addition to student engagement/cooperative learning strategies training (Kagan). These services have been principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district's goal for the unduplicated student population. |
| Expenditures | BUDGETED
LCFF   Supplemental and Concentration $25,000 | ESTIMATED ACTUAL
LCFF 1000-1999: Certificated Personnel Salaries LCFF $20,030
5000-5999: Services And Other Operating Expenditures LCFF $19,380 |

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	There are 19 certificated and highly qualified staff as well as an English Learner Coordinator and 4 Instructional Aides to provide services. There are staff-development days every Monday throughout the school year for professional development. During the 2015-16 school year, all but one teacher were trained in Kagan Cooperative Learning Structure implementation in 3-5 day training, 100% of staff K-3rd trained in California Reading & Literature Project (CRLP) Reading Results, 100% of staff 3-8th trained in Words Their Way & Spelling Inventory, 100% of staff Preschool-8th trained in Visual and Performing Arts (VAPA) in core curriculum, 100% of staff K-4th trained in supplemental support in English Language Arts (ELA) through Fresno County Office of Education (FCOE) in three rounds of lessons, observations, and coaching.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	To increase the number of English Learner students who are reclassified, the District has provided English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District has also provided professional learning opportunities to staff members who work with EL students. These services have been principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. Teacher input reports improved spelling and reading comprehension scores. As EL students progress in lessons delivered during small group intervention, instructional aides include other struggling students into small group intervention. Professional Development has been provided to TK-8th grade teachers in the area of teaching students the foundations of reading through California Reading and Literature Project, University California, Fresno in addition to student engagement/cooperative learning strategies training (Kagan). These services have been principally directed toward the unduplicated student population and are effective in meeting this district's goal for the unduplicated student population. Teachers report increased student engagement since integrating and implementing Kagan collaborative strategies. As reported by California School Dashboard, the performance level on all state indicators for English Learners score in ELA increased, as a whole, by 9.3 points.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Although the district services and other operating expenditures exceeded the LCFF dollars budgeted by $25,691.00, the district supplemented the actions and goals budget with federal Title I dollars for appropriate supplemental support costs.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The number of EL's who have been in the country less than 5 years and their progression toward English fluency, and those who have been in the country more than 5 years progressing toward English fluency will be monitored to measure success of this goal.

[Annual Update]{.underline}

LCAP Year Reviewed: 2016-17

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

Goal 2	Students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

[ANNUAL MEASURABLE OUTCOMES]{.underline}

EXPECTED

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

ACTUAL

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

When comparing suspension data from 2014-2015 school year to 2015-2016 school year, Orange Center decreased overall suspension rates for all students by .7%.

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

When comparing expulsion data from 2014-2015 school year to 2015-2016 school year, Orange Center maintained overall expulsion rates of 0% for all students.

Attendance Rates for 2015-16
All students was 96.6%

Hispanics 98%
English Learners 96.9%
Low Income 96.6%
Students with Disabilities 100%
Asian 95.3%.

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

Middle School Dropout Rates for 2015-16
All students was 0%
Hispanics 0%;
English Learners 0%
Low Income 0%;
Students with Disabilities 0%
Asian 0%.

When comparing drop out rates from 2014-2015 school year to 2015-2016 school year, Orange Center maintained overall middle school rates of 0% for all students.

Chronic Absenteeism for 2015-16
All students was 9.2%
Hispanics 6.9%%
English Learners 3.3%
Low Income 9.2%
Students with Disabilities 1.3%
Asian 1%

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

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

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

ACTIONS / SERVICES

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

Action   1

Actions/Services

PLANNED	ACTUAL
A. To ensure student engagement in a rural school home to school transportation is required.	Home to school, as well as school to home transportation is offered to all students living in the Orange Center School District.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Transportation costs Base $160,216	2000-2999: Classified Personnel Salaries LCFF $32,569 3000-3999: Employee Benefits LCFF $14,337 4000-4999: Books And Supplies LCFF $5,935 5000-5999: Services And Other Operating Expenditures LCFF $14,350 5800: Professional/Consulting Services And Operating Expenditures LCFF $16,353 ASP 2000-2999: Classified Personnel Salaries Title IV $16,041 ASP 3000-3999: Employee Benefits Title IV $7,061 ASP 4000-4999: Books And Supplies Title IV $2,923

Action   2

Actions/Services

PLANNED	ACTUAL
B. To provide a safe and comfortable learning and collaboration environment facilities and grounds must be well maintained.	All facilities were in good condition except interior which received fair status by FIT.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Maintenance and Operations costs Base $364,028	2000-2999: Classified Personnel Salaries LCFF $118,143 3000-3999: Employee Benefits LCFF $45,553 4000-4999: Books And Supplies LCFF $48,014 5800: Professional/Consulting Services And Operating Expenditures LCFF $126,847 5900: Communications LCFF $123,847 Volt & Gator Purchases 6000-6999: Capital Outlay LCFF $48,097

Action   3

Actions/Services

PLANNED	ACTUAL
C. The District will provide central heating and air in the Auditorium/Cafeteria in order to provide an appropriate environment for activities that will be principally directed toward the unduplicated student population and are effective in	Due to proposition 39 project and the necessity to provide a new water distribution system, the central heat and air project in the cafeteria will be on hold until 2017-18 school year.

	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.	
Expenditures	**BUDGETED** LCFF Supplemental and Concentration $20,000	**ESTIMATED ACTUAL** 0

Action **4**

	PLANNED D. The District will provide preventative health care measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.	**ACTUAL** District provided preventative health care measures through an on-site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services are principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.
Actions/Services		
Expenditures	**BUDGETED** LCFF Supplemental and Concentration $32,000	**ESTIMATED ACTUAL** LCFF 2000-2999: Classified Personnel Salaries LCFF $30,150 LCFF 3000-3999: Employee Benefits LCFF $21,163

Action **5**

	PLANNED E. The District will provide Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place, Time to Teach behavior program will be continued and will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. The district will encourage an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities, banners, motivational speakers, rallies).	**ACTUAL** District provided Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place, Time to Teach behavior program continues and is principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. District encourages an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities, banners, motivational speakers, rallies).
Actions/Services		
Expenditures	**BUDGETED** LCFF Supplemental and Concentration $9,000	**ESTIMATED ACTUAL** Stipends - ASB, Student Council, Clubs 1000-1999: Certificated Personnel Salaries LCFF $3,500 PBIS, Barnes & Noble 4000-4999: Books And Supplies LCFF $8,571

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Orange Center School District has improved student performance by providing instructional aides providing ELLs, along with struggling students, with small group instruction. By combining Time To Teach, PBIS, and Kagen strategies, Orange Center has increased student engagement, decreased out-of-school suspensions, and provided students a predictable discipline policy. Orange Center School District employs maintenance staff to maintain facilities. All students living in the Orange Center School District are offered transportation to school, home from school, and students participating in the After School Program who reside in the district are offered transportation home. Orange Center's on-site LVN has provided students and families with an added sense of security knowing any health concerns will be medically monitored and addressed if needed. The on-site LVN assists in communicating with families regarding immunizations and the scheduled appearances of FCOE's mobile health van at Orange Center Elementary School to administer required immunizations. Orange Center School District has participated in cohort 5 of FCOE & Fresno County Selpa Positive Behavioral Interventions & Supports for three years. Positive behavioral interventions and supports have been increasing during this time culminating in delivering individual behavioral interventions to students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Suspension rates decreased from 2014-15 at 7.2% (as reported in Orange Center's 2015-16 SARC) to 6.5% in 2015-16 - a decrease of .7% . Orange Center's on-site LVN has been instrumental in reducing the time students are sent home when reporting to the office for not feeling well. LVN communicates with parents when students seem to be abusing visits to the office for not feeling well. Orange Center School District has participated in cohort 5 of FCOE & Fresno County Selpa Positive Behavioral Interventions & Supports for three years. The number of positive behavioral interventions and supports have been increasing during this time culminating in delivering individual behavioral interventions to students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Although the district services and other operating expenditures exceeded the LCFF dollars budgeted by $94,710.00, the district supplemented the actions and goals budget with federal Title IV and Clean Air Grant dollars for appropriate supplemental support costs.

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

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

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 3	Every student will receive rigorous, research based instruction aligned to Common Core State Standards. All English Learners will receive English Language Development (ELD) that is aligned to the current ELD standards.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Maintain a 100% Teaching Staff that possess a deep understanding of the implementation of Common Core Standards and 100% properly credentialed teachers with no misalignments and no vacancies. All students will have access to standards aligned curriculum in all core content areas.	All students have access to standards aligned curriculum. A teacher shortage made it necessary to place teachers in classrooms who are working towards earning their credential. Orange Center School District has developed an informal walkthrough form that will allow administration to collect data in the following areas: student engagement, rigor, learning and language objectives, classroom management, and curriculum usages. Illuminate has been utilized for data collection, benchmark creation, and data management. Supplemental internet based instructional programs were maintained. Internet programs provided individualized instruction to each student: Lexia, IXL, Brainpop, Accelerated Reader, STAR reading comprehension, and Imagine Learning.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED	ACTUAL

	A. To implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies.	Instructional materials and supplies were purchased to implement Common Core State Standards.
Expenditures	**BUDGETED** LCFF 4000-4999: Books And Supplies Base $35,000	**ESTIMATED ACTUAL** Books & Supplies 0000: Unrestricted LCFF ELA Core- Houghton Mifflin TK-8 0000: Unrestricted LCFF $40,778 Lexia - Greenfield 5800: Professional/Consulting Services And Operating Expenditures LCFF $18,440 IXL 5800: Professional/Consulting Services And Operating Expenditures Title I $4,103 Reflex Math - Explore Learning 5800: Professional/Consulting Services And Operating Expenditures Title I $2,995 Imagine Learning LCFF Brainpop 4000-4999: Books And Supplies LCFF 1,492 Illuminate 5800: Professional/Consulting Services And Operating Expenditures LCFF $5,908 Renaissance Learning- AR 5800: Professional/Consulting Services And Operating Expenditures Title I $4,187

Action 2

Actions/Services	**PLANNED** B. In order to continue the implementation and rigor of the Common Core standards, staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of the Visual and Performing Arts standards increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.	**ACTUAL** 100% of staff received visual and performing arts training in integrating oral expression into core.
Expenditures	**BUDGETED** LCFF Supplemental and Concentration $65,000	**ESTIMATED ACTUAL** 1000-1999: Certificated Personnel Salaries LCFF $556 Kagan Purchases 4000-4999: Books And Supplies LCFF $1,540

Action 3

Actions/Services	**PLANNED** C. In order to continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of mathematics, technology, and the writing process,	**ACTUAL** 100% of TK-4th grade teachers received supplemental support in ELA through Fresno County Office of Education. This support included three rounds of lessons for each

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.	teacher along with in-class observations by FCOE ELA coach.

	BUDGETED LCFF Supplemental and Concentration $140,490	ESTIMATED ACTUAL LCFF LCFF $25,850
Expenditures		

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Orange Center School District adopted CCSS aligned curriculum for ELA in grades K-8. 100% of K-3 staff along with RSP and Admin. received training in CLRP Results. 100% of 3-8 staff, special ed. and Admin. received training in CLRP Words Their Way spelling inventory. 100% of staff received visual and performing arts training in integrating oral expression into core. 100% of K-4 grade teachers received supplemental support in ELA through Fresno County Office of Education. This support included three rounds of lessons for each teacher along with in-class observations by ELA coach.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Instructional aides, under supervision of EL Coordinator, delivered small group designated ELD instruction that is aligned with ELD standards to ELLs. Teachers report improved spelling and reading comprehension. New ELA curriculum provided all students access to rigorous, CCSS aligned curriculum in ELA and math. Training in teaching the foundations of reading provided teachers a deeper understanding of delivering effective, research based lessons in reading fluency and reading comprehension. FCOE provided ELA supplemental support to all K-4 teachers with in-class observations and coaching from ELA coach. Student moving into grade level in reading and finishing grade level in reading has increased.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In order to continue the implementation and rigor of the Common Core standards, to meet the needs of targeted students, staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 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 ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Show a 1% increase in parent participation at advisory meetings and curriculum nights.	Showed a 1% increase in parent participation at advisory meetings and curriculum nights.

ACTIONS / SERVICES

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

Action   1

Actions/Services	**PLANNED** A. Administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, Education related participation incentives, childcare / educational activities made available during all evening parent meetings.	**ACTUAL** A. Administration and support staff increased 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.
Expenditures	**BUDGETED** Base $297,384 Base $5500	**ESTIMATED ACTUAL** Admin Benefits 3000-3999: Employee Benefits LCFF $28,323 Admin Salary 1000-1999: Certificated Personnel Salaries LCFF $120,600

LCFF Base $7,500	Salary - School Admin 1000-1999: Certificated Personnel Salaries Title I $28,888
	Parent Involvement Team - Extra Events 1000-1999: Certificated Personnel Salaries LCFF $1,183
	Morning Meetings, Supply Purchases, Incentive Pins 4000-4999: Books And Supplies LCFF $833
	Supply Purchases for Meetings 4000-4999: Books And Supplies Title I $80
	Benefits 3000-3999: Employee Benefits Title I $5,665

Action **2**

Actions/Services

PLANNED	ACTUAL
B. To increase parental involvement, parental involvement sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input.	B. To increase parental involvement, parental involvement sessions have been provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input. In 2015-16 Parent Participation attendance averaged 10.25 according to sign-in sheets. In 2016-17 Parent Participation attendance averaged 57 according to sign-in sheets.

Expenditures

BUDGETED	ESTIMATED ACTUAL
LCFF Base $15,000 LCFF Base $1500	LCFF 1000-1999: Certificated Personnel Salaries LCFF $3,154 LCFF LCFF

Action **3**

Actions/Services

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

Expenditures

BUDGETED	ESTIMATED ACTUAL
LCFF Base $4,500 4000-4999: Books And Supplies Supplemental and Concentration $45,901	LCFF LCFF Instructional Aides 2000-2999: Classified Personnel Salaries Title I $28,000 Instructional Aides 3000-3999: Employee Benefits Title I $4,823

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Programs and activities where parents become involved and are an integral part of the school included School Site Council (SSC), Parent Advisory Committee for Preschool, Migrant Parent Advisory Committee, English Learner Advisory Committee/ District English Learner Advisory Committee (ELAC/DELAC), and the Parent Teachers Club (PTC). The Migrant Education Program offered support to migrant parents throughout the 2015-16 school year by providing informational presentations on topics of interest to parents. Also, the After School Program (ASP) and Parents Club provided opportunities for parents to assist them in becoming more involved in leadership and decision-making roles at the school site. By providing Hmong/ Spanish translators and childcare at the meetings, more parents were able to attend and give input.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Sign-in sheets for four "Family Nights" at Orange Center during the 2015-16 school averaged 10.25 parents attending these events which were sponsored by FCOE. During 2016-17, Orange Center organized a Parent Involvement Team committee (PIT committee). The PIT Committee organized and sponsored three events, Family Engagement Night on November 3, 2016, Technology Night on February 23, 2017, and Literacy Night on April 6, 2017. The average number of parents attending these events per PIT Committee sign-in sheets was 57. Orange Center's Hmong EL instructional aide/ translator/ parent liaison helped increase Hmong speaking parents' attendance to these events, evident on PIT Committee sign-in sheets.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes will occur under this goal.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 5	Every student will be promoted with 21st Century skills and a broad course of study prepared for high school success.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
As evidence and measurement of CCSS implementation, each student will prepare a portfolio (digital in grades 6-8th) in core subject areas, citing evidence of 21st Century skills. All students will have a broad course of study as measured by teacher schedules.	Students in grades 6-8 have been instructed in the creation and use of Google Sites to establish online portfolio websites to showcase their work in the core subject areas to staff and community members during portfolio presentations. Teacher lesson plans and classroom observations show evidence of all students receiving a broad course of study.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	**ACTUAL**
A. Providing students a 21st century learning experience requires instructional technology and technical support. Provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will hire an Instructional Technology Coordinator and Contract a FCOE Technology Technician. Increased services will be principally directed toward the unduplicated student population and are effective in	An Instructional Technology Coordinator, in conjunction with FCOE technician, supported all staff with daily technical and instructional support in the areas of technology integration within lessons and basic technical support. Individual and group in-service opportunities were available daily along with in class support and demonstrations. Weekly training sessions included Lexia, Accelerated Reader, BrainPop, Kahoot, Breakout Edu, Google Apps for Education, Illuminate

meeting the district goal for the unduplicated student population.	Ed, and Google Expeditions. Weekly digital portfolio support meetings were held to support 6-8 grade teachers in the implementation of digital portfolios with their students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
LCFF Supplemental and Concentration $104,472	Technology Coordinator 1000-1999: Certificated Personnel Salaries LCFF $81,597
	Technology Coordinator 3000-3999: Employee Benefits LCFF $28,814
	FCOE- Technology Services 5800: Professional/Consulting Services And Operating Expenditures LCFF $18,876

Action **2**

Actions/Services

PLANNED	ACTUAL
B. Purchase materials and supplies to support lessons and create STEM learning labs and maker spaces that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases for 4-5th grade. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.	Students had access to weekly maker space areas within the library. Some of the activities included; bridge building with differing materials, constellation construction, catapults, windmills, crystals and much more. As of April 2017 purchases of devices to support 1:1 integration for grades K-8 was completed.

Expenditures

BUDGETED	ESTIMATED ACTUAL
LCFF Supplemental and Concentration $50,000	library and room 16 4000-4999: Books And Supplies LCFF $19,468
	Headphones, Chromebooks and Ipads and Carts 4000-4999: Books And Supplies LCFF $7,043
	Headphones, Chromebooks and Ipads and Carts 4000-4999: Books And Supplies Title I $21,720
	Headphones, Chromebooks and Ipads and Carts - ASP 4000-4999: Books And Supplies Title IV $7,174

Action **3**

Actions/Services

PLANNED	ACTUAL
C. District will provide real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 6th-8th grade, specialized presentations, and out of district competitions. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.	Students were able to experience offsite field trips to Fresno Chaffee Zoo, Fossil Discovery Center, Scout Island, San Juan Bautista Mission, Yosemite Sugar Pine Railroad, California Arts Academy, and with the use of technology onsite virtual field trips of the moon and ocean. Offered elective courses for grades 6-8 included coding, 3D printing, guitar, choir, robotics, leadership, yearbook/photography, and debate. Students participated in district level and county-wide spelling bee competition as well as Young Authors Faire

		and Martin Luther King Jr. speech and essay contests. Assemblies to instill the value of reading, anti-bullying presentation, power of choice, and overall motivation by a professional artist.
Expenditures	BUDGETED LCFF Supplemental and Concentration $70,000	ESTIMATED ACTUAL Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF $2,654 costs for competitions- FCOE spelling bee competition as well as Young Authors Faire and Martin Luther King Jr. speech and essay contests 5000-5999: Services And Other Operating Expenditures LCFF $320

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	An Instructional Technology Coordinator in conjunction with FCOE technical support supported all HQT with daily technical and instructional support in the areas of technology integration within lessons and basic technical support. Individual and group in-service opportunities were available daily along with in class support and demonstrations. Weekly training sessions included Lexia, Accelerated Reader, Brain Pop, Kahoot, Breakout Edu, Google Apps for Education, Illuminate Ed, and Google Expeditions. Weekly digital portfolio support meetings were held to support 6-8 grade teachers in the implementation of digital portfolios with their students. Students had access to weekly maker space areas within the library. Some of the activities included; bridge building with differing materials, constellation construction, catapults, windmills, crystals and much more. As of April 2017 purchases of devices to support 1:1 integration for grades K-8 was completed. Students were able to experience offsite field trips to Fresno Chaffee Zoo, Fossil Discovery Center, Scout Island, San Juan Bautista Mission, Yosemite Sugar Pine Railroad, California Arts Academy, and with the use of technology onsite virtual field trips of the moon and ocean. Offered elective courses for grades 6-8 included coding, 3D printing, guitar, choir, robotics, leadership, yearbook/photography, and debate. Students participated in district level and county-wide spelling bee competition as well as Young Authors Faire and Martin Luther King Jr. speech and essay contests. Assemblies to instill the value of reading, anti-bullying presentation, power of choice, and overall motivation by a professional artist.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Orange Center's Instructional Technology Coordinator provided students with 21st century skills by delivering lessons encompassing Computer Coding and 3-D Printing to students. These lessons included problem solving and collaboration among students. Students were engaged and enthusiastic about the objects that were created. Their creativity and artistic abilities and technological interest became evident through these lessons. ITC assisted in creating an inaugural Digital Portfolio for sixth - eighth-grade students. All K - 8 students have either an I-pad or Chromebook assigned to them to use in their classroom. Maker space areas in the library during lunch time was very popular among students. Projects students worked on in these maker space periods required students to collaborate within their group to overcome obstacles that presented them with different challenges toward completing the task.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Stakeholder Engagement

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 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:

- Teachers: PL meetings held to review the LCAP on 5/11/17 & 5/8/2017

- Orange Center CTA, teachers, classified and management/classified/confidential staff meetings held to review LCAP on 5/15/2017, 5/23/2017,5/25/2017, 5/30/2017

- Staff: Staff meeting held 5/11/17

- DAC / PAC Parent Meetings: 1/8/2017, 2/22/2017, 5/8/2017

- Parent/ Community LCAP Meeting: 5/30/2017

- English Learner Advisory Committee: 9/29/16, 11/10/16, 1/26,17, 06/15/17

- District English Learner Advisory Committee: 9/29/16, 11/10/16, 1/26,17, 06/15/17

- Migrant: 9/29/16,11/10/16, 11/11/17

- Presented to classified/certificated/confidential staff for review and comments 6/22/2017

- Public hearing 6/15/2017 comments period 6/15/2017 -6/28/2017 Draft copies of the LCAP were available for parents and the public to obtain in the Orange Center School Office and on the district website and feedback was accepted via email, phone message, text messages, handwritten notes.

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

Newly addressed areas:

Increase the amount of School Psychologist day

Reading and writing intervention program in the 2017-2018 school

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

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

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

Adopting a digital visitor and student check-in system

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 1	Increase student achievement of all students and sub groups

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

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 measured by Math CAASPP scores Distance from level 3	Mathematics 2015-2016 +15 points (Low- 87.9 points below 'Met')	Mathematics 2016-2017 (Low- 80 points below 'Met')	Mathematics 2017-2018 (Low- 75 points below 'Met')	Mathematics 2018-2019 (Low- 70 points below 'Met')
Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review	2016-2017 School board adoption of "sufficiency of Instructional Materials" resolution	2017-2018 School board adoption of "sufficiency of Instructional Materials" resolution	2018-2019 School board adoption of "sufficiency of Instructional Materials" resolution	2019-2020 School board adoption of "sufficiency of Instructional Materials" resolution

State Standards Implemented as measured by State Reflection Tool	State standards Implemented as measured by 2015-2016 Average score of 4.0	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
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 Met AMAO 1 Target: 50.0% Met Target of 63.5%: NO Met AMAO 2 Target: 36.1% & 19.4% Met Target of 26.7% & 54.7%: YES & NO	2017-2018 AMAO 1: 63.5% AMAO 2: 26.7% & 54.7%	2018-2019 AMAO 1: 63.5% AMAO 2: 26.7% & 54.7%	2019-2020 AMAO 1: 63.5% AMAO 2: 26.7% & 54.7%
EL reclassification as measured by prior year number of re-designated students	2015-2016 15 students- 9%	2016-2017 1 student- .008%	2017-2018 15%	2018-2019 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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
A.　　To increase academic achievement a highly qualified staff must be hired and retained.	A. To increase academic achievement a highly qualified staff must be hired and retained.	A. To increase academic achievement a highly qualified staff must be hired and retained.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$941,046	Amount	$978,688	Amount	$1,017,836
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF
Amount	$424.524	Amount	$441,505	Amount	$459,606
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	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 ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income	
Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☒ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
B.　　To increase the number of English Learner students who are reclassified the District will provide English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students. These services will be principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population.	B. To increase the number of English Learner students who are reclassified the District will provide English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students. These services will be principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population.	B. To increase the number of English Learner students who are reclassified the District will provide English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students. These services will be principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$71,854	Amount	$74,728	Amount	$77,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	$22,343	Amount	$23,237	Amount	$24,190
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	$41,226	Amount	$42,875	Amount	$44,590

Source	Title I		Source	Title I		Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries		Budget Reference	2000-2999: Classified Personnel Salaries		Budget Reference	2000-2999: Classified Personnel Salaries
Amount	$4,420.00		Amount	$4,420.00		Amount	$4,420.00
Source	Title III		Source	Title III		Source	Title III
Budget Reference	4000-4999: Books And Supplies EL Support Materials and supplies		Budget Reference	4000-4999: Books And Supplies EL Support Materials and supplies		Budget Reference	4000-4999: Books And Supplies EL Support Materials and supplies

Action 3

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

Students to be Served

☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☐ Low Income

Scope of Services

☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
C. Continued Professional Development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History.	C. 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	C. 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

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

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$19,998	Amount	$20,831	Amount	$21,664
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF
Amount	$19,332	Amount	$20,349	Amount	$21,366
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action   **4**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] EL, Foster Youth, Low Income
Location(s)	☒ All Schools ☐ Specific Schools: ☒ Specific Grade spans: 1st-8th Grade

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
D. 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 SBAC results, RESULTS data, STAR Reading Assessments, and local benchmark data.	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 SBAC results, RESULTS data, STAR reading Assessments, and local benchmark data.	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 SBAC results, RESULTS data, STAR reading Assessments, and local benchmark data.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$30,102	Amount	$31,356	Amount	$32,610
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	$21,130	Amount	$22,010	Amount	$22,890
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	10,000.00	Amount	10,000.00	Amount	10,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 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.	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 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..	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 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..

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$6,000.00	$5,000.00	$4,000.00
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

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.

☐ New	☒ Modified	☒ Unchanged

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 ☒ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

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" .	FIT Score- 2016-2017 -"good" .	FIT Score-2017-2018 - "excellent" .	FIT Score- 2018-2019 - "excellent" .
Attendance as measured by district average attendance	Attendance: 2015-2016 (96.6%)	Attendance: 2016-2017 (97.6%)	Attendance: 2017-2018 (98.6%)	Attendance: 2018-2019 (100%)
Chronic Absenteeism as measured by % students with 10% or more absenteeism	Chronic Absenteeism: 2015-2016 (9.2%)	Chronic Absenteeism: 2016-2017 (8.2%)	Chronic Absenteeism: 2017-2018(7.2%)	Chronic Absenteeism: 2018-2019 (6.2%)
M.S. Dropout Rate	M.S. Dropout Rate: 2015-2016 (0%)	M.S. Dropout Rate: 2016-2017 (0%)	M.S. Dropout Rate: 2017-2018 (0%)	M.S. Dropout Rate: 2018-2019 (0%)
Suspension rate	Suspension rate: 2015-2016 (6.5%)	Suspension rate: 2016-2017 (5.5%)	Suspension rate: 2017-2018 (4.5%)	Suspension rate: 2018-2019 (3.5%)
Expulsion rate	Expulsion rate: 2015-2016 (0%)	Expulsion rate: 2016-2017 (0%)	Expulsion rate: 2017-2018 (0%)	Expulsion rate: 2018-2019 (0%)

School Climate Survey
- % responses high levels for school connectedness.

- % responses feel very safe at school

School Climate Survey (2nd-8th grade)
- % responses high levels for school connectedness.

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

- % responses of students feel very safe at school

2016-2017
Very Safe- 66%
Somewhat Safe- 33%
Not safe- 6%

School Climate Survey (2nd-8th grade)
- % responses high levels for school connectedness.

2017-2018
Very Connected- 90%
Somewhat Connected- 10%
Not Connected- 0%

- % responses of students feel very safe at school

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

School Climate Survey (2nd-8th grade)
- % responses high levels for school connectedness.

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

- % responses of students feel very safe at school

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

School Climate Survey (2nd-8th grade)
- % responses high levels for school connectedness.

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

- % responses of students feel very safe at school

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

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

	2017-18		2018-19		2019-20
Amount	$32,178	Amount	$33,872	Amount	$35,227
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Transportation costs	Budget Reference	2000-2999: Classified Personnel Salaries Transportation costs	Budget Reference	2000-2999: Classified Personnel Salaries Transportation costs
Amount	$14,452	Amount	$15,054	Amount	$15,807
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits Transportation Costs	Budget Reference	3000-3999: Employee Benefits Transportation Costs	Budget Reference	3000-3999: Employee Benefits Transportation Costs
Amount	$5,920	Amount	$6,232	Amount	$6,544
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies Transportation Costs	Budget Reference	4000-4999: Books And Supplies Transportation Costs	Budget Reference	4000-4999: Books And Supplies Transportation Costs
Amount	$14,315	Amount	$15,068	Amount	$15,821
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs Transportation Costs	Budget Reference	5700-5799: Transfers Of Direct Costs Transportation Costs	Budget Reference	5700-5799: Transfers Of Direct Costs Transportation Costs
Amount	$16,312	Amount	$17,171	Amount	$18,029
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation Costs	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation Costs	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation Costs
Amount	$16,016	Amount	$16,683	Amount	$17,517

Source	Title IV	Source	Title IV	Source	Title IV
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Transportation Costs	Budget Reference	2000-2999: Classified Personnel Salaries Transportation Costs
Amount	$6,779	Amount	$7,061	Amount	$7,343
Source	Title IV	Source	Title IV	Source	Title IV
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	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
☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services
☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
B. To provide a safe and comfortable learning and collaboration environment facilities, furniture, and grounds must be well maintained. Digital Check in	B. To provide a safe and comfortable learning and collaboration environment facilities, furniture and grounds must be well maintained.	B. To provide a safe and comfortable learning and collaboration environment facilities, furniture, and grounds must be well maintained.

system and background check system will be implemented.

BUDGETED EXPENDITURES

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

Amount	166,933	Amount	166,933	Amount	166,933
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Services for general facilities upkeep, sanitation and safety	Budget Reference	5000-5999: Services And Other Operating Expenditures Services for general facilities upkeep, sanitation and safety	Budget Reference	5000-5999: Services And Other Operating Expenditures Services for general facilities upkeep, sanitation and safety
Amount	24,000.00	Amount	24,000.00	Amount	24,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Maintenance professional consulting services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Maintenance professional consulting services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Maintenance professional consulting services

Action **3**

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

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
☐ New	☒ Modified	☐ Unchanged	☐ New	☒ Modified	☐ Unchanged	☐ New	☒ Modified	☐ Unchanged

C. District will provide central heating and air in the Auditorium/Cafeteria in order to provide an appropriate environment for activities that will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population, such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA opportunities. District will resurface/repurpose play-study area in between wing 3-4.	C. District will provide sound system 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.	C. 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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	6000-6999: Capital Outlay Cafeteria Air	Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures resurface play/study area	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action   **4**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☒ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
D. District will provide preventative health care measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.	D. District will provide preventative health care measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.	D. District will provide preventative health care measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$30,102	Amount	$31,356	Amount	$32,610
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries LCFF	Budget Reference	2000-2999: Classified Personnel Salaries LCFF	Budget Reference	2000-2999: Classified Personnel Salaries LCFF
Amount	$21,130	Amount	$22,010	Amount	$22,890
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits LCFF	Budget Reference	3000-3999: Employee Benefits LCFF
Amount	$3,515	Amount	$3,700	Amount	$3,900
Source	LCFF	Source	LCFF	Source	LCFF

| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures FCOE- Positive Prevention Contract | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures FCOE- Positive Prevention Contract | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures FCOE- Positive Prevention Contract |

Action   **5**

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

Students to be Served

☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
E. 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)	E. 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)	E. 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)

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,528	Amount	$3,675	Amount	$3,822
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF
Amount	$9,000	Amount	$9,450	Amount	$9,923
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies LCFF	Budget Reference	4000-4999: Books And Supplies LCFF	Budget Reference	4000-4999: Books And Supplies LCFF

Action **6**

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

Students to be Served ☐ All ☒ Students with Disabilities ☒ [Specific Student Group(s)] students identified through discipline/ social skills SST

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18			**2018-19**			**2019-20**		
☒ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged

F. 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.

F. 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.

F. 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.

BUDGETED EXPENDITURES

2017-18

Amount	11,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1 supplemental day
Amount	22,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2 required days

2018-19

Amount	11,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1 supplemental day
Amount	22,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2 required days

2019-20

Amount	11,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1 supplemental day
Amount	22,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2 required days

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.

☐ New	☒ Modified	☐ Unchanged

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 ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

For the 2016-2017 school year staffing lists shows 76% (13/17) teachers who are considered to be 100% properly credentialed teachers with no misalignments and no vacancies. 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
Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review	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 100% (17/17) teachers have obtained a multiple subject/clear credential.	For the 2019-2020 school year staffing lists shows 100% (17/17) teachers have obtained a multiple subject/clear credential.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
A. To implement CC standards and offer a rigorous broad course of study requires core curriculum and supplemental instructional materials and supplies.	A. To implement CC standards and offer a rigorous broad course of study requires core curriculum and supplemental instructional materials and supplies.	A. To implement CC standards and offer a rigorous broad course of study requires core curriculum and supplemental instructional materials and supplies.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$40,000	Amount	$42,817	Amount	$44,958
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	0000: Unrestricted LCFF - Core	Budget Reference	0000: Unrestricted LCFF - Core	Budget Reference	0000: Unrestricted LCFF - Core
Amount	$18,394	Amount	$19,362	Amount	$20,330
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Greenfield Lexia	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Greenfield Lexia	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Greenfield Lexia
Amount	$4,093	Amount	$4,308	Amount	$4,523

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

Action   2

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

	Students to be Served	☒	All	☐	Students with Disabilities	☐	[Specific Student Group(s)]

Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
B. 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.	B. 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 the Visual and Performing Arts standards increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. .	B. 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 the Visual and Performing Arts standards increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. .

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$560	Amount	$583	Amount	$612
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF

Amount	$1,536	Amount	$1,617	Amount	$1,697
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies LCFF	Budget Reference	4000-4999: Books And Supplies LCFF	Budget Reference	4000-4999: Books And Supplies LCFF
Amount	$11,664.00	Amount	$11,664	Amount	$11,664
Source	Title II	Source	Title II	Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Teacher Training - ELA and Math	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Teacher Training - ELA and Math	Budget Reference	5000-5999: Services And Other Operating Expenditures Teacher Training - ELA and Math
Amount	$11,664.00	Amount	$11,664	Amount	$11,664
Source	Title II	Source	Title II	Source	Title II
Budget Reference	4000-4999: Books And Supplies Teacher resources - ELA	Budget Reference	4000-4999: Books And Supplies Teacher resources - ELA	Budget Reference	4000-4999: Books And Supplies Teacher resources - ELA

Action   3

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

Students to be Served
☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services
☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐   New   ☐   Modified   ☒   Unchanged

C.   In order to continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of 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.

2018-19

☐   New   ☐   Modified   ☒   Unchanged

C.   In order to continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of 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.

2019-20

☐   New   ☐   Modified   ☒   Unchanged

C.   In order to continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of 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.

BUDGETED EXPENDITURES

2017-18

Amount	$ 140,490
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF
Amount	131,997.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies supplement core
Amount	
Budget Reference	

2018-19

Amount	$140,490
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF
Amount	$131,997
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Amount	
Budget Reference	

2019-20

Amount	$140,490
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF
Amount	$131,997
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Amount	341,936.00
Budget Reference	5000-5999: Services And Other 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.

☐ New	☒ Modified	☐ Unchanged

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 ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

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 engagement activities was 57.	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.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
A. 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.	A. 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.	A. 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.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$120,107	Amount	$125,424	Amount	$130,441
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF
Amount	$28,278	Amount	$29,456	Amount	$30,634
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	3000-3999: Employee Benefits LCFF	Budget Reference	3000-3999: Employee Benefits LCFF	Budget Reference	3000-3999: Employee Benefits LCFF
Amount	$28,842	Amount	$30,044	Amount	$31,245
Source	Title I	Source	Title I	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	$5,656	Amount	$5,892	Amount	$6,128
Source	Title I	Source	Title I	Source	Title I
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	$831	Amount	$875	Amount	$920
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	13,800.00	Amount	13,800.00	Amount	13,800.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences and Professional Learning Costs	Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences and Professional Learning Costs	Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences and Professional Learning Costs
Amount	120,225.00	Amount	120,225.00	Amount	120,225.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Office and Administrative Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Office and Administrative Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Office and Administrative Expenditures

Action   2

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
B. To increase parental involvement parental involvement sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population..	B. To increase parental involvement parental involvement sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input.	B. To increase parental involvement parental involvement sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$3,149	Amount	$3,280	Amount	$3,411
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	$27,955	Amount	$29,120	Amount	$30,285
Source	Title I	Source	Title I	Source	Title I

Budget Reference	2000-2999: Classified Personnel Salaries LCFF	Budget Reference	2000-2999: Classified Personnel Salaries LCFF	Budget Reference	2000-2999: Classified Personnel Salaries LCFF
Amount	$4,814	Amount	$5,015	Amount	$5,216
Source	Title I	Source	Title I	Source	Title I
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Action **3**

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

Students to be Served ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☐ English Learners   ☐ Foster Youth   ☒ Low Income

Scope of Services ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
C. To increase attendance, parental involvement from specified subgroups of students, the district will provide a Hmong Speaking EL instructional aide/translator/parent liaison that will provide instructional assistance to students and outreach and support to identified subgroups and Hmong speaking parents in	C. To increase attendance, parental involvement from specified subgroups of students, the district will provide a Hmong EL instructional aide/translator/parent liaison that will provide instructional assistance to students and outreach and support to identified subgroups and Hmong speaking parents in regards to school events and student	C. To increase attendance, parental involvement from specified subgroups of students, the district will provide a Hmong EL instructional aide / translator / parent liaison that will provide instructional assistance to students and outreach and support to identified subgroups and Hmong speaking parents in regards to school events and student

regards to school events and student progress. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

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.

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.

BUDGETED EXPENDITURES

2017-18

Amount	$28,045
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries LCFF
Amount	$4815
Source	LCFF
Budget Reference	3000-3999: Employee Benefits LCFF

2018-19

Amount	$29,120
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries LCFF
Amount	$5,016
Source	LCFF
Budget Reference	3000-3999: Employee Benefits LCFF

2019-20

Amount	$30,285
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries LCFF
Amount	$5,217
Source	LCFF
Budget Reference	3000-3999: Employee Benefits LCFF

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.

☐ New	☒ Modified	☒ Unchanged

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 ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

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.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
A. Providing students, a 21st century learning experience requires instructional technology and technical support. Provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will 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.	A. Providing students, a 21st century learning experience requires instructional technology and technical support. Provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will 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.	A. Providing students, a 21st century learning experience requires instructional technology and technical support. Provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will 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.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$81,467	Amount	$84,861	Amount	$88,255
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Dalinda	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF
Amount	$28,768	Amount	$29,967	Amount	$31,166
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits Adrian 1 day a week only	Budget Reference	3000-3999: Employee Benefits LCFF	Budget Reference	3000-3999: Employee Benefits LCFF

Amount	$18,810	Amount	$19,800	Amount	$20,613
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF

Action 2

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

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services
☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
B. Purchase materials and supplies to support lessons and create STEAM learning labs (k-8), maker spaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases. Increased services will be principally directed toward the unduplicated student population and are	B. Purchase materials and supplies to support lessons and create STEAM learning labs (k-8), maker spaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases. Increased services will be principally directed toward the unduplicated student population and are effective in	B. Purchase materials and supplies to support lessons and create STEAM learning labs (k-8), maker spaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases. Increased services will be principally directed toward the unduplicated student population and are effective in

effective in meeting the district goal for the unduplicated student population.	meeting the district goal for the unduplicated student population.	meeting the district goal for the unduplicated student population.

BUDGETED EXPENDITURES

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

Action 3

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
C. 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.	C. District will provide real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 4th-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.	C. District will provide real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 4th-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.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,648	Amount	$2,787	Amount	$2,926
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF
Amount	$319	Amount	$336	Amount	$353
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action   **4**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
C. District will provide an opportunity for TK-Kindergarten students to learn a second target language (Spanish), 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.	C. District will provide an opportunity for TK-First grade students to learn a second target language (Spanish), 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.	C. District will provide an opportunity for TK-Second grade students to learn a second target language (Spanish), 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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000.00	Amount	$5,000.00	Amount	$5,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies supplemental materials	Budget Reference	4000-4999: Books And Supplies supplemental materials	Budget Reference	4000-4999: Books And Supplies supplemental materials
Amount	$1,000.00	Amount	$2,000.00	Amount	$3,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries BCLAD stipend	Budget Reference	1000-1999: Certificated Personnel Salaries BCLAD stipend	Budget Reference	1000-1999: Certificated Personnel Salaries BCLAD stipend
Amount	$3,000.00	Amount	$5,000.00	Amount	$6,000.00

Source	LCFF		Source	LCFF		Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures specialized training		Budget Reference	5800: Professional/Consulting Services And Operating Expenditures specialized training		Budget Reference	5800: Professional/Consulting Services And Operating Expenditures specialized training

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $713,475.00   Percentage to Increase or Improve Services: 31.24%

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 3,063,491.00 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:

Teacher training in the area of CSET preparation/support, Kagan Student Engagement Training, Time to Teach Discipline and Classroom Management Training, Common Core Instructional Materials Training In the areas of ELA and Mathematics. Increased course access such as: Dual Immersion Language Acquisition Program, STEAM electives, increased opportunities for students to explore college and career readiness pathways. Increased access to technology through computer check out system for 6-8th grade students. Services to improve facilities improvement and parent communications include the purchase and installation of a digital marquee and furniture that will foster collaborative learning environments. School safety and campus climate actions include the implementation of a digital sign in and out process which includes the feature of checking visitor backgrounds and alerts administration to any individuals who may put students at risk and who wish to enter campus. An additional day of school psychologist services has been added to the plan in order to extend serves 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, to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. 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 95.35%, 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 31.24%. Orange Center School District has demonstrated that it has met the 31.24 % proportionality percentage by expending $x,000,0000 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.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or 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, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see 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 scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards for English Language Arts
      b. Mathematics – Common Core State Standards for Mathematics
      c. English Language Development
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The Academic Performance Index;
   C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
   E. The English learner reclassification rate;
   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;

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

Priority 6: School Climate as measured by all of the following, as applicable:
    A. Pupil suspension rates;
    B. Pupil expulsion rates; and
    C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
    A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
    B. Programs and services developed and provided to unduplicated pupils; and
    C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
    A. Working with the county child welfare agency to minimize changes in school placement
    B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
    C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
    D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
    A. Local priority goals; and
    B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,921,760.00	2,718,478.00	3,142,329.52	3,687,309.00	4,150,710.00	10,980,348.52
	0.00	0.00	0.00	0.00	341,936.00	341,936.00
Base	2,234,897.00	0.00	0.00	0.00	0.00	0.00
LCFF	0.00	2,415,269.00	2,808,750.52	3,346,811.00	3,492,370.00	9,647,931.52
Lottery	0.00	0.00	13,724.00	13,724.00	13,724.00	41,172.00
Special Education	0.00	130,097.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	686,863.00	0.00	0.00	0.00	0.00	0.00
Title I	0.00	139,913.00	262,156.00	267,749.00	242,162.00	772,067.00
Title II	0.00	0.00	23,328.00	23,328.00	23,328.00	69,984.00
Title III	0.00	0.00	4,420.00	4,420.00	4,420.00	13,260.00
Title IV	0.00	33,199.00	29,951.00	31,277.00	32,770.00	93,998.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,921,760.00	2,718,478.00	3,142,329.52	3,687,309.00	4,150,710.00	10,980,348.52
	1,496,590.00	25,850.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	40,778.00	40,000.00	42,817.00	44,958.00	127,775.00
1000-1999: Certificated Personnel Salaries	1,344,269.00	1,289,441.00	1,301,653.00	1,324,114.00	1,377,286.00	4,003,053.00
2000-2999: Classified Personnel Salaries	0.00	257,262.00	293,473.00	337,248.00	350,905.00	981,626.00
3000-3999: Employee Benefits	0.00	568,089.00	204,507.52	654,054.00	681,310.00	1,539,871.52
4000-4999: Books And Supplies	80,901.00	124,793.00	392,723.00	399,111.00	405,522.00	1,197,356.00
5000-5999: Services And Other Operating Expenditures	0.00	34,050.00	202,716.00	191,069.00	544,686.00	938,471.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	14,315.00	15,068.00	15,821.00	45,204.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	206,271.00	549,405.00	573,789.00	573,681.00	1,696,875.00
5900: Communications	0.00	123,847.00	123,537.00	130,039.00	136,541.00	390,117.00
6000-6999: Capital Outlay	0.00	48,097.00	20,000.00	20,000.00	20,000.00	60,000.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	2,921,760.00	2,718,478.00	3,142,329.52	3,687,309.00	4,150,710.00	10,980,348.52
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	855,628.00	0.00	0.00	0.00	0.00	0.00
	LCFF	0.00	25,850.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	640,962.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	LCFF	0.00	40,778.00	40,000.00	42,817.00	44,958.00	127,775.00
1000-1999: Certificated Personnel Salaries	Base	1,344,269.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	1,172,987.00	1,272,811.00	1,294,070.00	1,377,286.00	3,944,167.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	87,566.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	28,888.00	28,842.00	30,044.00	0.00	58,886.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	180,862.00	208,276.00	248,570.00	258,513.00	715,359.00
2000-2999: Classified Personnel Salaries	Title I	0.00	60,359.00	69,181.00	71,995.00	74,875.00	216,051.00
2000-2999: Classified Personnel Salaries	Title IV	0.00	16,041.00	16,016.00	16,683.00	17,517.00	50,216.00
3000-3999: Employee Benefits	LCFF	0.00	500,916.00	187,258.52	636,086.00	662,623.00	1,485,967.52
3000-3999: Employee Benefits	Special Education	0.00	42,531.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title I	0.00	17,581.00	10,470.00	10,907.00	11,344.00	32,721.00
3000-3999: Employee Benefits	Title IV	0.00	7,061.00	6,779.00	7,061.00	7,343.00	21,183.00
4000-4999: Books And Supplies	Base	35,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	92,896.00	202,096.00	206,967.00	211,861.00	620,924.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	13,724.00	13,724.00	13,724.00	41,172.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Supplemental and Concentration	45,901.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	0.00	21,800.00	153,663.00	154,803.00	155,943.00	464,409.00
4000-4999: Books And Supplies	Title II	0.00	0.00	11,664.00	11,664.00	11,664.00	34,992.00
4000-4999: Books And Supplies	Title III	0.00	0.00	4,420.00	4,420.00	4,420.00	13,260.00
4000-4999: Books And Supplies	Title IV	0.00	10,097.00	7,156.00	7,533.00	7,910.00	22,599.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	341,936.00	341,936.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	34,050.00	191,052.00	191,069.00	191,086.00	573,207.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	11,664.00	0.00	11,664.00	23,328.00
5700-5799: Transfers Of Direct Costs	LCFF	0.00	0.00	14,315.00	15,068.00	15,821.00	45,204.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	194,986.00	549,405.00	562,125.00	573,681.00	1,685,211.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	11,285.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	0.00	11,664.00	0.00	11,664.00
5900: Communications	LCFF	0.00	123,847.00	123,537.00	130,039.00	136,541.00	390,117.00
6000-6999: Capital Outlay	LCFF	0.00	48,097.00	20,000.00	20,000.00	20,000.00	60,000.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,187,875.52	1,674,999.00	1,740,172.00	4,603,046.52
Goal 2	983,121.00	1,013,716.00	1,044,806.00	3,041,643.00
Goal 3	388,667.00	393,537.00	739,671.00	1,521,875.00
Goal 4	386,517.00	397,267.00	407,807.00	1,191,591.00
Goal 5	196,149.00	207,790.00	218,254.00	622,193.00

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