

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Orange Center School District
CDS Code:	10-62331-6007009
LEA Contact Information:	Name: Terry Hirschfield Position: Superintendent Email: thirschfield@orangecenter.org Phone: 559-237-0437
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$3,940,534
LCFF Supplemental & Concentration Grants	\$1,099,490
All Other State Funds	\$1,193,231
All Local Funds	\$421,594
All federal funds	\$2,930,760
Total Projected Revenue	\$8,486,119

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$8,752,853
Total Budgeted Expenditures in the LCAP	\$4,221,782
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,496,956
Expenditures not in the LCAP	\$4,531,071

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$70,300
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$90,679

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$397,466
2020-21 Difference in Budgeted and Actual Expenditures	\$20,379

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	There are \$4,531,071 worth of expenses in the General Fund that are not included in the LCAP. These funds consist of supplemental categorical revenues, Lottery, and other base costs such as administration.

LCFF Budget Overview for Parents

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

CDS Code: 10-62331-6007009

School Year: 2021-22

LEA contact information:

Terry Hirschfield

Superintendent

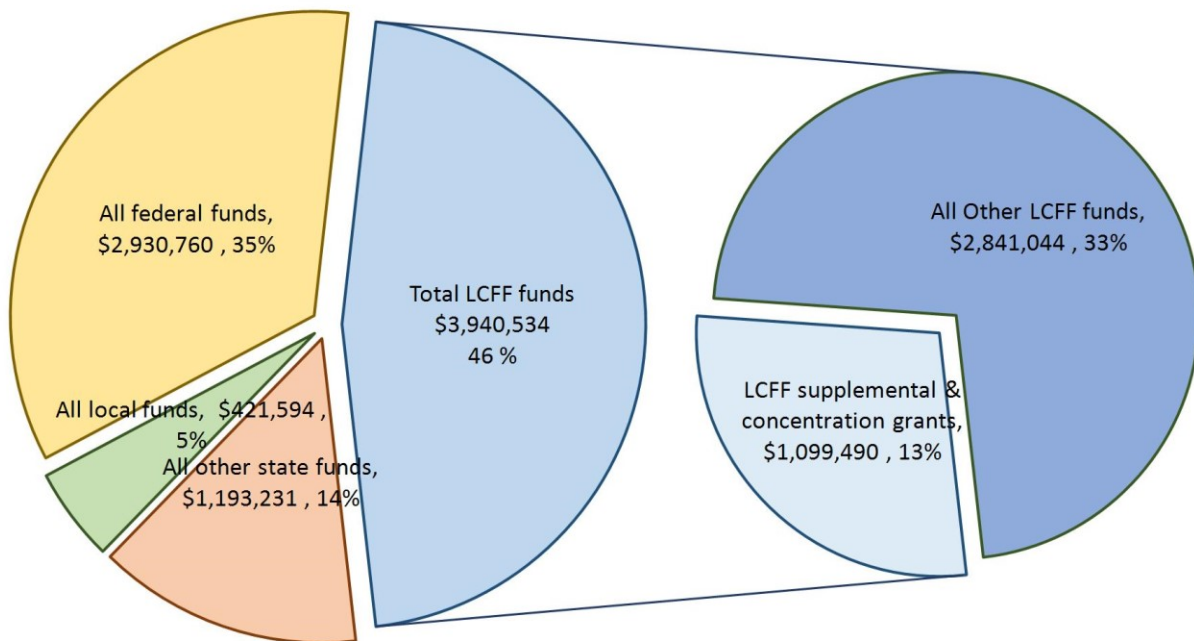
thirschfield@orangecenter.org

559-237-0437

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



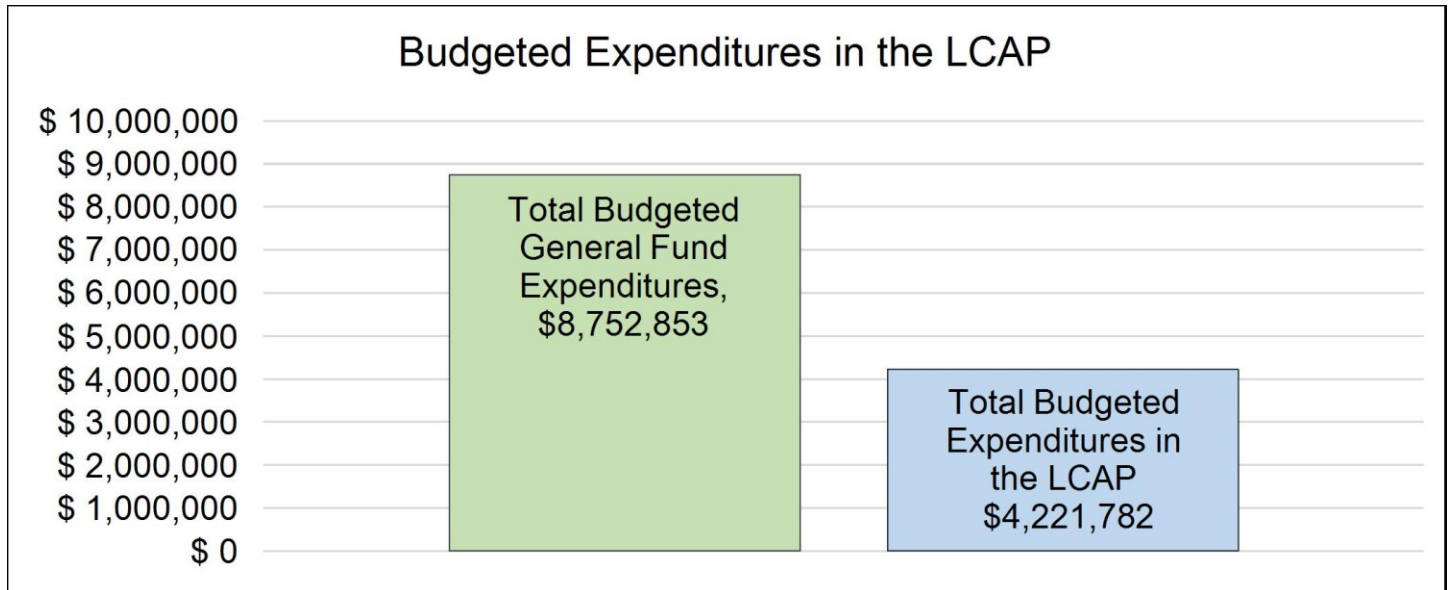
This chart shows the total general purpose revenue Orange Center School District expects to receive in the coming year from all sources.

The total revenue projected for Orange Center School District is \$8,486,119, of which \$3,940,534 is Local Control Funding Formula (LCFF), \$1,193,231 is other state funds, \$421,594 is local funds, and

\$2,930,760 is federal funds. Of the \$3,940,534 in LCFF Funds, \$1,099,490 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Orange Center School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Orange Center School District plans to spend \$8,752,853 for the 2021-22 school year. Of that amount, \$4,221,782 is tied to actions/services in the LCAP and \$4,531,071 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

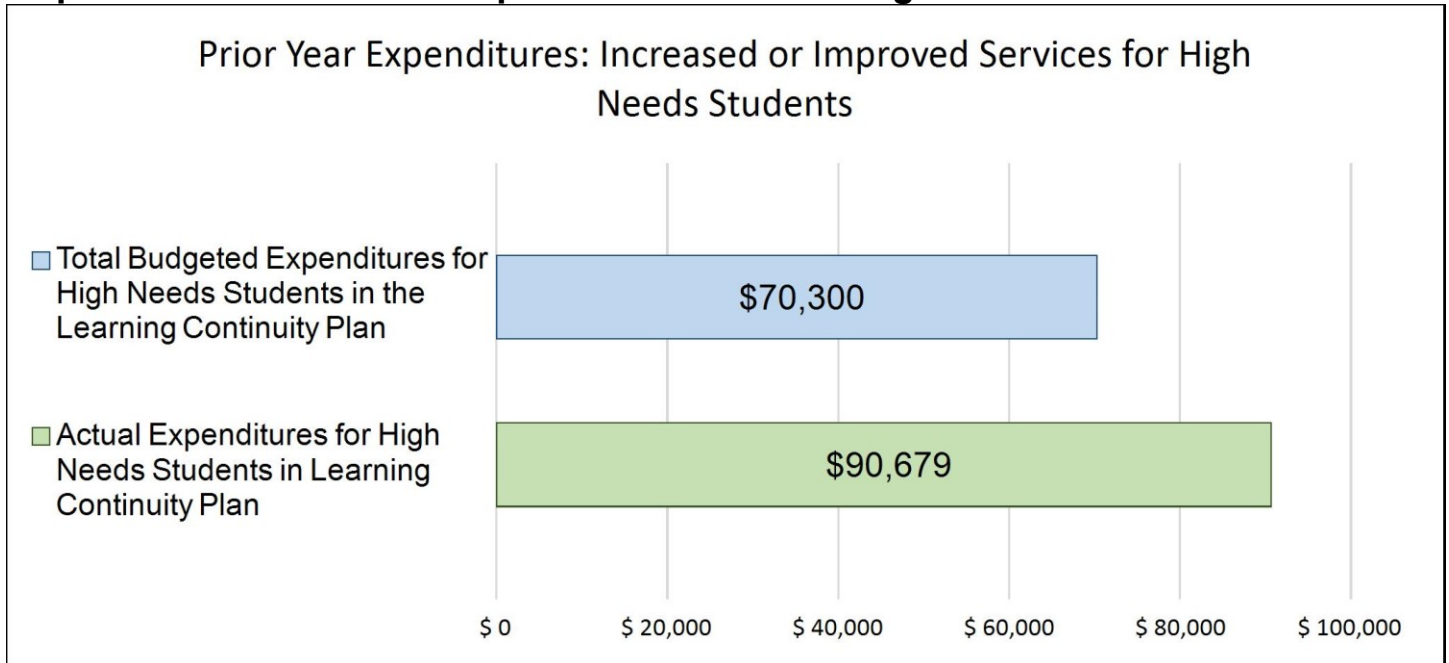
There are \$4,531,071 worth of expenses in the General Fund that are not included in the LCAP. These funds consist of supplemental categorical revenues, Lottery, and other base costs such as administration.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Orange Center School District is projecting it will receive \$1,099,490 based on the enrollment of foster youth, English learner, and low-income students. Orange Center School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orange Center School District plans to spend \$1,496,956 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Orange Center School District's Learning Continuity Plan budgeted \$70,300 for planned actions to increase or improve services for high needs students. Orange Center School District actually spent \$90,679 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Orange Center School District	Terry Hirschfield Superintendent	thirschfield@orangecenter.org 559-237-0437

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase student achievement of all students and sub groups

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator State Standardized Assessments as measured by ELA CAASPP scores Distance from level 3</p> <p>19-20 ELA: 2018-2019 20 points below 'Met'</p> <p>Baseline ELA: 2015-2016 +10.5 points (Low- 32 points below 'Met')</p>	<p>Most recent CAASPP results are: Actual Not Met 19-20 ELA: 2018-2019</p> <ul style="list-style-type: none"> • 33.4 points below "not met"
<p>Metric/Indicator State Standardized Assessments as measured by Math CAASPP scores Distance from level 3</p> <p>19-20 Mathematics 2018-2019</p>	<p>Not Met 2019-2020 Math: 2018-2019</p> <ul style="list-style-type: none"> • 66.7 points below "Not Met"

Expected	Actual
<p>(Low- 50 points below 'Met')</p> <p>Baseline Mathematics 2015-2016 +15 points (Low- 87.9 points below 'Met')</p>	
<p>Metric/Indicator Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review</p> <p>19-20 2019-2020 School board adoption of "sufficiency of Instructional Materials" resolution</p> <p>Baseline 2016-2017 School board adoption of "sufficiency of Instructional Materials" resolution</p>	<p>Met 2019-2020 school board adoption of sufficiency of Instructional Material resolution.</p>
<p>Metric/Indicator State Standards Implemented as measured by State Reflection Tool</p> <p>19-20 State standards Implemented as measured by 2019-2020 Average score of 4.0</p> <p>Baseline State standards Implemented as measured by 2016-2017 Average score of 4.0</p>	<p>'Met' state standards implemented as measured by 2019-2020 the Average score of 4.0.</p>

Expected	Actual
<p>Metric/Indicator EL access to state standards/ELD standards (included with tool used above)</p> <p>19-20 2018-2019 Average score of 5.0</p> <p>Baseline 2015-2016 Average score of 4.0</p>	<p>'Met' EL students had access to state and ELD standards as measured by the Average score of 5.0.</p>
<p>Metric/Indicator EL annual growth as measured by CELDT/ELPAC annual growth data</p> <p>19-20 2019-2020 Percent of ELs making annual growth in English: 78.5</p> <p>Baseline 2016-2017 Percent of ELs making annual growth in English: 63.5</p>	<p>EL Growth as measured by ELPAC annual growth data 2019: 47.5%</p>
<p>Metric/Indicator EL reclassification as measured by prior year number of re-designated students</p> <p>19-20 2018-2019 10%</p>	<p>EL reclassification as measured by prior year number of redesignated students 2018-19: (10.9%) 2019-20: redesignated students (8.7%)</p>

Expected	Actual
<p>Baseline 2015-2016 15 students- 9%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A. When reviewing data for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of students who are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff must be hired and retained. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	<p>LCFF 1000-1999: Certificated Personnel Salaries LCFF \$1,017,836.00 3000-3999: Employee Benefits LCFF \$395,550.00</p>	<p>LCFF 1000-1999: Certificated Personnel Salaries LCFF \$1,059,018 3000-3999: Employee Benefits LCFF \$444,962</p>
<p>B. Orange Center School District English Learner Students need to progress in the area of English language acquisition in order to access the curriculum and in order to increase the number of English Learner students who are reclassified. Because of this need the District will provide English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students. These services will be principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. As a result, the district expects to see an increase in academic achievement for all EL students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$90,458.32 3000-3999: Employee Benefits LCFF \$33,768.10 2000-2999: Classified Personnel Salaries Title I \$55,827.35 4000-4999: Books And Supplies Title III \$3,538.00 3000-3999: Employee Benefits Title I \$43,132.41 4000-4999: Books And Supplies LCFF \$15,000.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$92,764 3000-3999: Employee Benefits LCFF \$38,001 2000-2999: Classified Personnel Salaries Title I \$65,795 4000-4999: Books And Supplies Title III \$3,479 3000-3999: Employee Benefits Title I \$28,840 4000-4999: Books And Supplies LCFF \$0</p>
<p>C. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made,</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$20,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$26,700</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History. These services will be principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for unduplicated students as measured by CAASPP Math and ELA , district assessments in History and Science, as well as increased percentages of ELs making annual growth in the ELPAC.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$15,000.00</p> <p>3000-3999: Employee Benefits LCFF \$4,500.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,764</p> <p>3000-3999: Employee Benefits LCFF \$5,513</p>
<p>D. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data. As a result, we expect to see increased academic achievement for all students as measured by: CAASPP Math and ELA , ELPAC, RESULTS, and STAR Reading.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$17,000</p> <p>3000-3999: Employee Benefits LCFF \$5,000</p> <p>4000-4999: Books And Supplies LCFF \$20,000.00</p> <p>4000-4999: Books And Supplies Title IV 9,403.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>3000-3999: Employee Benefits LCFF \$0</p> <p>4000-4999: Books And Supplies LCFF \$0</p> <p>4000-4999: Books And Supplies Title IV \$1,296</p>
<p>E. School data indicates that 31% of the 16 general education and SPED teachers on campus hold a Provisional Credential(STIP, PIP, or Intern). In order to maintain consistent staff, highly qualified and fully credentialed teachers, Orange Center will include actions to support teachers in opportunities for CSET test preparation in the form of CSET test Prep and BTSA teacher support. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title II \$10,000.00</p> <p>1000-1999: Certificated Personnel Salaries Title II \$10,000.00</p> <p>3000-3999: Employee Benefits Title II \$4,000.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title II \$5,445</p> <p>1000-1999: Certificated Personnel Salaries Title II \$6,600</p> <p>3000-3999: Employee Benefits Title II \$1,385</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The District's initial action/service of providing continued professional development to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History was partially met due to the need of the professional development focus during the COVID 19 pandemic, to be directed in the areas of Socio Emotional Learning and Strategies for Distance Learning. The funds allocated for this goal were not spent elsewhere.

The District's initial action/service of the 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 was not implemented this school year. Due to the COVID 19 pandemic, the Distance Learning instructional model, was the primary model of choice amongst Orange Center families. The District found that all students were in need of intervention due to connectivity issues or access to instruction and support caused by the COVID 19 school closure. In order to meet the needs of each student, each teacher embedded intensive intervention schedules at the end of the instructional day in lieu of a supplemental program. The allocated funds were not spent elsewhere.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Orange Center's Goal 1 is to increase student achievement for all students and subgroups. The District was successful in providing academic support services to our English Language Learner students via distance learning and in person. The District met challenges achieving this goal, as the primary instructional model of choice of Orange Center families was Distance Learning. Many families suffered hardships such as lack of academic support/childcare for children while learning at home and unreliable internet/ connectivity issues causing decreased engagement time of students. In addition, assessment data reliability, throughout the academic year, is questionable due to the district inability to assess students in a controlled setting throughout the year. Action D was not implemented due to obstacles created by COVID 19 pandemic.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Facilities Maintained as measured by annual FITs or SARC review.</p> <p>19-20 FIT Score- 2019-2020 -“excellent” . (Goal)</p> <p>Baseline FIT Score- 2015-2016 -“good” (Actual)</p>	<p>2019-20</p> <p>FIT Score "Good"</p> <p>Information Collected from 2019-20 SARC</p>
<p>Metric/Indicator Attendance as measured by district average attendance</p> <p>19-20 Attendance: 2018-2019 (97%)</p> <p>Baseline Attendance: 2015-2016 (96.6%) (Actual)</p>	<p>Attendance: 2019-20: (97.03%)</p> <p>Attendance measured by district average attendance</p>
<p>Metric/Indicator Chronic Absenteeism as measured by % students with 10% or more absenteeism</p>	<p>2019 Dashboard Chronic Absenteeism: 2018-19 (7.7%)</p>

Expected	Actual
<p>19-20 Chronic Absenteeism: 2018-2019 (8%)</p> <p>Baseline Chronic Absenteeism: 2015-2016 (9.2%)</p>	
<p>Metric/Indicator M.S. Dropout Rate</p> <p>19-20 M.S. Dropout Rate: 2018-2019 (0%)</p> <p>Baseline M.S. Dropout Rate: 2015-2016 (0%)</p>	2019-20 M.S. Dropout Rate : (0%)
<p>Metric/Indicator Suspension rate</p> <p>19-20 Suspension rate: Fall 2019: 1 % Declined Significantly 1% (Goal)</p> <p>Baseline Suspension rate: 2015-2016 (6.5%)</p>	2019 - 20 Suspension Rate 2018-19 : (6.3%)
<p>Metric/Indicator Expulsion rate</p> <p>19-20 Expulsion rate: 2018-2019 (0%)</p> <p>Baseline Expulsion rate: 2015-2016 (0%)</p>	Expulsion Rate 2018-19: (0%)
<p>Metric/Indicator</p>	Data Source: 2020-21 Orange Center school Climate Survey - 156 Responses

Expected	Actual
<p>School Climate Survey</p> <ul style="list-style-type: none"> • % responses high levels for school connectedness. • % responses feel very safe at school <p>19-20 School Climate Survey (2nd-8th grade) (Goal)</p> <ul style="list-style-type: none"> • % responses high levels for school connectedness. <p>2018-2019 Goal for 2019-20 Very Connected- 100% Somewhat Connected- 0% Not Connected- 0%</p> <ul style="list-style-type: none"> • % responses of students feel very safe at school <p>2018-2019 Goal for 2019-20 Very Safe- 100% Somewhat Safe- 0% Not safe- 0%</p> <p>Baseline School Climate Survey (2nd-8th grade)</p> <ul style="list-style-type: none"> • % responses high levels for school connectedness. <p>2016-2017 Very Connected- 74.3% Somewhat Connected- 21.9% Not Connected- 3.8%</p> <ul style="list-style-type: none"> • % responses of students 	<p>Connectedness: Very Connected - 58.3% Somewhat Connected- 36.5% Not Connected - 4.2.%</p> <p>I Feel Safe at School Very Safe - 70.45% Somewhat Safe - 16.3% Not Safe - 3.2%</p>

Expected	Actual
feel very safe at school 2016-2017 Very Safe- 66% Somewhat Safe- 33% Not safe- 6%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A. To ensure student engagement in a rural school home to school transportation is required.	2000-2999: Classified Personnel Salaries LCFF \$60,000.00 3000-3999: Employee Benefits LCFF \$35,000.00 4000-4999: Books And Supplies LCFF \$15,000.00 5700-5799: Transfers Of Direct Costs LCFF 0.0 5800: Professional/Consulting Services And Operating Expenditures LCFF \$30,000.00 2000-2999: Classified Personnel Salaries Title IV \$20,000.00 3000-3999: Employee Benefits Title IV \$3,000.00	2000-2999: Classified Personnel Salaries LCFF \$57,828 3000-3999: Employee Benefits LCFF \$32,121 4000-4999: Books And Supplies LCFF \$10,388 5700-5799: Transfers Of Direct Costs LCFF \$0 5800: Professional/Consulting Services And Operating Expenditures LCFF \$30,699 2000-2999: Classified Personnel Salaries Title IV \$0 3000-3999: Employee Benefits Title IV \$0
B. To provide a safe and comfortable learning and collaboration environment facilities, furniture, and grounds must be well maintained.	LCFF 2000-2999: Classified Personnel Salaries LCFF \$86,017.00 3000-3999: Employee Benefits LCFF \$42,000.00 4000-4999: Books And Supplies LCFF \$20,000.00	LCFF 2000-2999: Classified Personnel Salaries LCFF \$88,417 3000-3999: Employee Benefits LCFF \$40,602 4000-4999: Books And Supplies LCFF \$20,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5800: Professional/Consulting Services And Operating Expenditures LCFF \$104,000.00 5900: Communications LCFF \$25,000.00 4000-4999: Books And Supplies LCFF \$10,000.00 5000-5999: Services And Other Operating Expenditures LCFF \$110,000.00 5800: Professional/Consulting Services And Operating Expenditures LCFF \$24,000.00 Not Applicable 0.00	5800: Professional/Consulting Services And Operating Expenditures LCFF \$57,737 5900: Communications LCFF \$5,370 4000-4999: Books And Supplies LCFF \$15,655 5000-5999: Services And Other Operating Expenditures LCFF \$65,037 5800: Professional/Consulting Services And Operating Expenditures LCFF \$0 Not Applicable \$0
<p>C. District data indicates a need for increased parent involvement and increased number of opportunities for students to demonstrate visual and performing art skills, such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA opportunities. In order to meet the need, the district will update stage area and performance area in the Auditorium/Cafeteria in order to provide an appropriate environment for activities that will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA opportunities. The district will expect to see an increase in the number of parents attending parent involvement activities and an increase in the number of VAPA opportunities available to students.</p>	6000-6999: Capital Outlay LCFF \$1,000.00	6000-6999: Capital Outlay LCFF \$0
<p>D. Our unduplicated students have the least opportunities to engage in preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to</p>	2000-2999: Classified Personnel Salaries LCFF \$34,379.28 3000-3999: Employee Benefits LCFF \$25,120.90	2000-2999: Classified Personnel Salaries LCFF \$36,965 3000-3999: Employee Benefits LCFF \$25,134

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time, in addition to our district registered school nurse. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPA. In addition, the district expects to decrease the number of chronically absent students and increase attendance rates.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$16,554.90</p> <p>4000-4999: Books And Supplies LCFF \$5,000.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$400.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$18,126</p> <p>4000-4999: Books And Supplies LCFF \$1,051</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$0</p>
<p>E. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that identify students who are in need of academic and behavior programs and intervention, in and outside of the regular school day. Because of this need the District will provide Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place. Time to Teach behavior program will be continued and will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. District will encourage an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities, banners, motivational speakers, rallies). As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$2,000.00</p> <p>LCFF 4000-4999: Books And Supplies LCFF \$25,000.00</p> <p>2000-2999: Classified Personnel Salaries LCFF \$1,500.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>4000-4999: Books And Supplies LCFF \$14,504</p> <p>2000-2999: Classified Personnel Salaries LCFF \$0</p>
<p>F. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that assist those who are in need of social skills and counselling services, in and outside of the regular school day. Because of this need the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. To supplement the core scheduled 2 days. As a result, we expect to see</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$19,000.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$19,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Additionally, the district expects to see a decrease in suspensions and absences for students in the unduplicated population.		
G. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that assist those who are in need of social skills and counselling services, in and outside of the regular school day. Because of this need the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. To supplement the core scheduled 2 days. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Additionally, the district expects to see a decrease in suspensions and absences for students in the unduplicated population.	5800: Professional/Consulting Services And Operating Expenditures LCFF \$28,000.00	5800: Professional/Consulting Services And Operating Expenditures LCFF \$32,425
H. The district is required to provide a CHYA- California Healthy Youth Act course for students in one of their middle school years. Because of this requirement, the District will provide a CHYA course for students in the 7th grade. As a result, we expect to meet the state requirement.	5800: Professional/Consulting Services And Operating Expenditures LCFF \$3,900	5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,100

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted to provide home transportation for our afterschool and expanded learning program did not get utilized due to the COVID 19 pandemic, all expanded learning opportunities were provided online. Funds budgeted to improve the stage area for the purpose of in person visual and performing arts activities were not spent, due to limited access to on campus activities, due to the COVID 19 guidelines for a safe return to school. Funds were not spent. The District partially completed action of providing preventative health measures, as some services that are traditionally done in person were not available, due the COVID 19 safety guidelines for reopening schools. All preventative care resources and time were primarily focused on screening, identifying, and the education of staff, students and community on the COVID 19 pandemic issues. Funds were not spent for these activities and in person activities will resume in the 2021-1022 school year. The District did not employ a PBIS team this year due to the primary mode of instructional choice of families being Distance Learning. The

District instead focused on providing social emotional support daily through morning announcement and individual engagement time for all students. Funds allocated to support the action were not used.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The District was successful in many areas of need in order to demonstrate improved facilities, such as installing Air Filters in all district buildings and classrooms, increase outdoor areas for instructions and interaction, increase the amount of cleaning and disinfecting time utilizing federal COVID dollars. However, the district did find it challenging to increase the school day due to the COVID 19 guidelines for returning to school safely, thus making it difficult for after school programs and expanded learning programs to open to students, in person, as district staffing for cleaning and disinfecting and class usage during regular day was utilized to their capacity. The District found success in many students participating in the morning announcement activities where topic such as fitness, health, fun comic book facts, socio exertional and mindfulness strategies, book talks and District behavior expectations were reviewed. Challenges regarding participation in the morning announcements revolved around upper grade student participation. Action C & H were not implemented due to the impact of COVID 19.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Retain fully credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review and decrease the number of teachers on temporary credentials (PIP/STIP)</p> <p>19-20 For the 2019-2020 school year staffing lists shows: 0/18 mis-assignments 0/18 vacancies</p> <p>Baseline For the 2016-2017 school year staffing lists shows 76% (13/17) teachers have obtained a multiple subject/clear credential.</p>	<p>2019-20 During the 2019-20 school year, 5 teachers were on a PIP/STIP. 0/18 mis-assignments 0 Vacancies</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A. Our unduplicated students have the least opportunities to engage in creative thinking and hands on learning and STEAM experiences, to further learning, outside of the regular school day. Because of this need, our LEA will purchase materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	<p>4000-4999: Books And Supplies LCFF \$31,822.30</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$20,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$0.00</p> <p>4000-4999: Books And Supplies Lottery \$1,105.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$4,425.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$4,678</p> <p>4000-4999: Books And Supplies Lottery \$5,000.00</p>	<p>4000-4999: Books And Supplies LCFF \$0</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$20,910</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$0</p> <p>4000-4999: Books And Supplies Lottery \$0</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$0</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$0</p> <p>4000-4999: Books And Supplies Lottery \$4,965</p>
<p>B. When reviewing data for all students at Orange Center School, data indicates that although positive gains are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement and in order to continue the implementation and rigor of the Common Core standards, to meet the needs of targeted students, staff will be provided with professional learning opportunities to develop new instructional strategies in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$6,120.00</p> <p>4000-4999: Books And Supplies LCFF \$15,000.00</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$1,456.19</p> <p>4000-4999: Books And Supplies Title II \$500.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>4000-4999: Books And Supplies LCFF \$668</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$1,117</p> <p>4000-4999: Books And Supplies Title II \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>C. Our unduplicated students have the least opportunities to engage in creative thinking, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCSS Curriculum and Instruction Department increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$38,000.00</p> <p>4000-4999: Books And Supplies Title I \$62,276.35</p> <p>4000-4999: Books And Supplies Lottery \$29,308.29</p> <p>4000-4999: Books And Supplies Title II \$1,162.65</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$16,900</p> <p>4000-4999: Books And Supplies Title I \$29,305</p> <p>4000-4999: Books And Supplies Lottery \$7,639</p> <p>4000-4999: Books And Supplies Title II \$1,163</p>
<p>D. State law requires that all students have access to state adopted core curriculum. Because of this need, the district will purchase state adopted curriculum in order to provide students with CC standards based materials and in order for the district to offer a rigorous broad course of study. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	<p>0000: Unrestricted LCFF \$45,000.00</p>	<p>0000: Unrestricted LCFF \$44,897</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The District's initial action/service of providing continued professional development to TK-8th grade teachers in the areas of: Science, Technology, Math and Engineering was partially met due to the need of the professional development focus during the COVID 19 pandemic, to be directed in the areas of Socio Emotional Learning and Strategies for Distance Learning. The funds allocated for this goal were not spent elsewhere. The District's initial action/service of the creation and implementation of an continued and improved STEM program for students was partially implemented this school year. Due to the COVID 19 pandemic, the Distance Learning instructional model, was the primary model of choice amongst Orange Center families. The District provided many opportunities for hands on science, math, engineering, and art activities, to the extent possible. Field trips were not available to students this year due to the pandemic and safety guidelines. The allocated unspent funds were not spent elsewhere.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The District was successful in providing supplemental resources to families, in addition to being successful in providing staff with digital resources where could find PL resources. Due to Orange Center Families primary mode of instructional choice being Distance Learning, the District found it a challenge to provide hands on simultaneous instruction for both in person and distance learning students simultaneously. Materials were provided to students but field trips and the ability to expose all students to the hands on electives were a challenge, due to unreliable internet/connectivity issues and the need for intervention in lieu of

electives, due to academic learning loss caused by school closures. The District was successful in providing all families with internet access, Chromebooks, technology support, supplemental materials and books for at home independent enrichment, mariachi class, multiple family art nights, library services, daily morning meetings, board games, equipment for physical activities, cultural activities, and expanded learning opportunities that included many STEM focused elements. All actions were either fully or partially implemented.

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parental Engagement as measured by a summary of progress based on sign in sheets from parent engagement activities.</p> <p>19-20 Increase the average number of parents attending parent engagement activities to 90.</p> <p>Baseline 2015-2016 average number of parents attending parent engagement activities was 10.25.</p> <p>2016-2017 average number of parents attending parent engagement activities was 57.</p>	<p>2019-2020: According to sign-in sheets from School Site Council meetings, Parent Advisory Committee meetings, Eighth Grade Parent meetings, the Orange Center Science Fair the Orange Center Dia De lo Muertos Art Exhibit, and Back to School Night, 339 parents attended parent engagement events. This total averages to 57 parents attending such events.</p>
<p>Metric/Indicator Parent/guardian input of ideas on how the school could improve students' educational experience.</p> <p>19-20 Increase the number of surveys returned and increase the number of opportunities for parents to give feedback on district sponsored programs.</p>	<p>2019-2020: All 178 Orange Center families were sent Reopening Parent Survey soliciting input on how to best serve their needs in reopening in August. Of the 178 surveys sent out, there were 120 respondents for a 67% return rate.</p>

Expected	Actual
<p>Baseline 2018-19 - approximately 25 families returned school surveys in spring of 2019.</p>	
<p>Metric/Indicator Parent Involvement as measured by summary of progress based on sign in sheets from Planned Parent meetings.</p> <p>19-20 Increase the number of parents actively participating in district/parent led planning meetings, for example, DELAC, ELAC, DAC, PTC.</p> <p>Baseline 2018-19 - 4 parent/guardians attended "LCAP Parent" meetings held in May and June of 2019.</p>	<p>2019-20 ELAC/DELAC/DAC/SSC Committee Attendees: 23 PTC Involvement: 11 Parents</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A. Data indicates that our unduplicated students / families have the least opportunities to become aware of vital school information and educational topics. Because of this need, Superintendent/Principal, in coordination with the Parent Engagement Team Teachers and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, education related participation incentives, childcare/ educational activities made available during all evening parent meetings will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in attendance to parent engagement activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$98,573.15</p> <p>3000-3999: Employee Benefits LCFF \$30,675.00</p> <p>1000-1999: Certificated Personnel Salaries Title I \$30,044.33</p> <p>3000-3999: Employee Benefits Title I \$6,084.00</p> <p>4000-4999: Books And Supplies LCFF \$2,000.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$0.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$101,094</p> <p>3000-3999: Employee Benefits LCFF \$45,049</p> <p>1000-1999: Certificated Personnel Salaries Title I \$0</p> <p>3000-3999: Employee Benefits Title I \$0</p> <p>4000-4999: Books And Supplies LCFF \$12,195</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5800: Professional/Consulting Services And Operating Expenditures LCFF \$29,000.00 2000-2999: Classified Personnel Salaries LCFF \$22,617.00 3000-3999: Employee Benefits LCFF \$14,238.77	5800: Professional/Consulting Services And Operating Expenditures LCFF \$13,391 2000-2999: Classified Personnel Salaries LCFF \$23,633 3000-3999: Employee Benefits LCFF \$14,177
<p>B. Data indicates that our unduplicated students / families have the least opportunities to engage in activities geared towards parent involvement and parent education as it relates to educational topics. Because of this need, the District will increase parental involvement sessions. These sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in attendance to parent engagement activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	1000-1999: Certificated Personnel Salaries LCFF \$1,000.00 3000-3999: Employee Benefits LCFF \$200.00 3000-3999: Employee Benefits Title I \$0.00	1000-1999: Certificated Personnel Salaries LCFF \$1,819 3000-3999: Employee Benefits LCFF \$360 3000-3999: Employee Benefits Title I \$0
<p>C. The inability to communicate with Spanish speaking and Hmong families has inhibited the District's ability to provide extensive services and information to families who speak Hmong or Spanish. Because of this need, the District will provide instructional assistance to students and outreach and support to identified subgroups and Hmong speaking parents in regards to attendance, school events and student progress. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in attendance, parental involvement from specified subgroups of students, and an increase in see increased academic achievement for the unduplicated student population as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	2000-2999: Classified Personnel Salaries LCFF \$18,017.00 3000-3999: Employee Benefits LCFF \$5,793.28	2000-2999: Classified Personnel Salaries LCFF \$18,116 3000-3999: Employee Benefits LCFF \$5,412

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Orange Center School District was successful in offering many opportunities for parents to participate in activities despite the pandemic. Many of the popular activities provided revolved around online family centered activities. The district found drive up and family oriented activities to be popular this school year. However challenges for the district included low participation in parent meetings that were offered online. All actions and services ere either partially or fully implemented.

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Access to a broad course of study as measured by review of teacher and/or master schedules</p> <p>19-20 2018-2019 100% access to a broad course of study.</p> <p>Baseline 2015-2016 100% access to a broad course of study.</p>	<p>2018-2019 100% access to a broad course of study.</p>
<p>Metric/Indicator Other outcomes of a broad course of study as measured by Physical Fitness Testing for grades 5th & 7th grade students</p> <p>19-20 2018-2019 72.1% of 5th grade students in the Healthy Fitness Zone 65% of 7th grade students in the Healthy Fitness Zone</p>	<p>School closure due to Covid-19 prevented the District from PFT testing</p>

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

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A. Our unduplicated students have the least opportunities to engage in a 21st century learning experiences that require instructional technology and technical support. Because of this need, the District will provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will maintain an Instructional Technology Coordinator and Contract a FCOE Technology Technician. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA, increased exposure to technology & knowledge of jobs in the technology field, as well as increased percentages of ELs making annual growth in the ELPAC.</p>	<p>LCFF 1000-1999: Certificated Personnel Salaries LCFF \$87,000.00 LCFF 3000-3999: Employee Benefits LCFF \$31,000.00 5800: Professional/Consulting Services And Operating Expenditures LCFF \$22,000.00</p>	<p>LCFF 1000-1999: Certificated Personnel Salaries LCFF \$88,256 3000-3999: Employee Benefits LCFF \$33,050 5800: Professional/Consulting Services And Operating Expenditures LCFF \$46,689</p>
<p>B. Our unduplicated students have the least opportunities to engage in creative thinking, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an</p>	<p>4000-4999: Books And Supplies LCFF \$42,867.00 4000-4999: Books And Supplies Title I \$16,000.00 4000-4999: Books And Supplies Title IV \$7,000.00 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,000.00</p>	<p>4000-4999: Books And Supplies LCFF \$1,127 4000-4999: Books And Supplies Title II \$44,587 4000-4999: Books And Supplies Title IV \$557 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,488</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p> <p>Modification: Will incorporate the use of materials and supplies due to the addition/incorporation of the After School Program STEAM activities and enrichment opportunities.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$3,000.00</p> <p>2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$52,754.00</p> <p>4000-4999: Books And Supplies After School Education and Safety (ASES) \$28,818.00</p> <p>5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$73,887.00</p> <p>2000-2999: Classified Personnel Salaries Title IV \$21,537.00</p> <p>4000-4999: Books And Supplies Title IV \$29,410.86</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$150</p> <p>2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$0</p> <p>4000-4999: Books And Supplies After School Education and Safety (ASES) \$0</p> <p>5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$0</p> <p>2000-2999: Classified Personnel Salaries Title IV \$0</p> <p>4000-4999: Books And Supplies Title IV \$0</p>
<p>C. Our unduplicated students have the least opportunities to engage in opportunities to explore locations where they can observe varying fields of study and real life and physical fitness experiences. In order to meet that need, the District will provide real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 5th-8th grade, specialized presentations, and out of district competitions. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Will incorporate After School Program STEAM activities and enrichment opportunities.</p> <p>Modification: Will incorporate presentations and field trips through the addition/incorporation of the After School Program STEAM enrichment opportunities.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$15,000.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$1,200.00</p> <p>4000-4999: Books And Supplies Lottery 10,000.00</p> <p>4000-4999: Books And Supplies Title I \$14,532.62</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$23,400.00</p> <p>3000-3999: Employee Benefits LCFF \$5,200.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$4,541</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$0</p> <p>4000-4999: Books And Supplies Lottery \$7,196</p> <p>4000-4999: Books And Supplies Title I \$9,600</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$20,960</p> <p>3000-3999: Employee Benefits LCFF \$3,885</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF \$1,200.00 3000-3999: Employee Benefits LCFF \$500.00 1000-1999: Certificated Personnel Salaries LCFF \$12,000.00 5800: Professional/Consulting Services And Operating Expenditures Title IV \$11,781.00	2000-2999: Classified Personnel Salaries LCFF \$5,379 3000-3999: Employee Benefits LCFF \$546 1000-1999: Certificated Personnel Salaries LCFF \$0 5800: Professional/Consulting Services And Operating Expenditures Title IV \$0
<p>D. When reviewing data for all students at Orange Center School, data indicates that although positive gains are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics and that Orange Center serves a large number of EL students. Because of this need, District will provide a research based an program that gives students the opportunity to learn a second target language (Spanish/English), in the form of Dual Immersion Program. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	4000-4999: Books And Supplies LCFF \$200.00 1000-1999: Certificated Personnel Salaries Title III \$4,000.00 2000-2999: Classified Personnel Salaries LCFF \$23,400.00 3000-3999: Employee Benefits LCFF \$5,200.00	4000-4999: Books And Supplies LCFF \$111 1000-1999: Certificated Personnel Salaries Title III \$5,000 2000-2999: Classified Personnel Salaries LCFF \$18,747 3000-3999: Employee Benefits LCFF \$6,650

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The Districts initial action/service of providing 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 was partially met due to safety guidelines for transportation and closures of many facilities put in place during the COVID 19 pandemic. Action B regarding STEAM and Makerspace was partially implemented. Leaving \$231,364.00 unspent. The unspent funds allocated for this goal were not spent elsewhere.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to Orange Center Families primary mode of instructional choice being Distance Learning, the District found it a challenge to provide hands on simultaneous instruction for both in person and distance learning students simultaneously. Materials were provided to students but field trips and the ability to expose all students to the hands on electives were a challenge, due to unreliable internet/connectivity issues and the need for intervention in lieu of electives, due to academic learning loss caused by school closures.

The District was successful in providing all families with internet access, Chromebooks, technology support, supplemental materials and books for at home independent enrichment, mariachi class, multiple family art nights, library services, daily morning meetings, board games, equipment for physical activities, cultural activities, and expanded learning opportunities that included many STEM focused elements. All actions were fully or partially implemented.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Our unduplicated students are experiencing lower than average standardized testing scores in math, ELD, and ELA. This gap has been intensified by the loss of learning due to the COVID-19 pandemic. Teachers will receive professional development opportunities that directly relate to in person instruction in all core areas relating to all district programs, guided reading, English Language development, mathematics, and learning loss after COVID-19. These services will be retained by the Fresno County Superintendent of Schools office. As a result, we expect to have increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	\$ 12,000.00	\$12,000.00	Yes
The district will provide each classroom with plexiglass corrals for each student in order to mitigate the spread of COVID-19.	\$ 10,000.00	\$11,665.00	No
The District will provide outdoor learning opportunities in order to mitigate the spread of COVID -19 This will include the purchase of outdoor seating, tables, benches, shade covers, and umbrellas.	\$ 20,000.00	\$14,377.00	No
The district will provide appropriate PPE such as face masks for staff and students and face shields for teachers, as deemed necessary and appropriate, in order to mitigate the spread of COVID-19.	\$ 8,200.00	\$ 2,387.00	No
Our unduplicated students have limited opportunities to supplemental materials for use in an academic setting, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th	\$ 3,300.00	\$7,886.94	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, students will have access to increased materials, supplies that enable them to be more engaged in learning and interactions with other students and teachers to improve their overall learning experience.</p>			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Due to many unknown factors the District budgeted for PPE in the amount of \$8,200.00, however only \$2,387.00 was spent due to free supplies of PPE being provided from CDE. In addition, materials and supplies exceeded the amount of \$3,300.00 and were purchased using funds that were available from other planned areas where dollars were over budgeted.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The district was successful in accomplishing all actions as related to in person offerings. Orange Center School District was able to provide in person instruction to Tk-5th grade students, who wished to return to in person instruction in November of 2020. The 6th-8th grade students were able to return to in person instruction in March of 2021. Due to the number of staff members who were teleworking, based on health and COVID 19 considerations, it was difficult to bring back upper grade students sooner, which increased the potential for learning loss.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Our unduplicated students have the least access to materials and supplies in the home due to their home circumstances. The District will provide students with materials to support distance learning instruction that is grade level appropriate ie, crayons, color pencils, pencils, paper, notebooks, erasers, scissors, rulers, protractors, and backpacks. As a result, the District expects to see overall increases in student test scores including formative, summative, and state level assessments.	\$ 11,000.00	\$28,788.00	Yes
The district will purchase 200 chromebooks to ensure that students have access to technology that will reliably connect to the internet and that have working microphones, speakers, and cameras.	\$ 54,250.00	\$61,413.00	No
The district will purchase hotspots and data plans to assure that all students are able to participate in daily distance learning instruction.	\$ 50,400.00	\$45,050.00	No
The district will purchase headphones with microphones for all staff and students, in order to improve with student engagement and focus.	\$ 6,000.00	\$5,166.00	No
The District will provide staff with professional development opportunities that focus on distance learning and student engagement specifically geared towards low income, english learners, foster youth and homeless students.	\$ 15,000.00	0.0	No
The District will purchase laptops and additional screens and equipment for teaching staff, in order to assure high quality sound and video for teaching distance learning and participation in professional development engagements.	\$ 18,000.00	\$21,912.00	No
The District will purchase a subscription to Clever, in order to make the login process easier, with a single log in, for students at home who have limited experience with technology or limited assistance in academics.	\$ 5,000.00	\$2,062.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The District did not purchase a subscription to Clever, as it was not feasible to begin a subscription after the school year had already started, as confusion regarding passwords would have negatively affected engagement time. The District did not provide professional development through this funding source, as other funding sources were able to meet the needs of the District, due to limited number of professional development opportunities available, limited number of substitutes, and planning time being used to communicate with parents regarding engagement. All other actions were implemented or partially implemented.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The District was successful in accomplishing most actions as related to distance learning offerings. The district was successful in providing all students with hotspots and chromebooks and technical support. Although all equipment was provided to all students, connectivity and unreliable internet issues was a major challenge for some families, as the rural area surrounding our district contains areas that cannot acquire reliable internet. Continuity of instruction- The District successfully provided continuity of instruction through a rigorous distance learning program. The District was successful in establishing assessments and supplemental foundational skill building programs that would measure student progress in all curricular for all programs offered. The District faced challenges regarding collecting reliable data in regards to Pupil Progress due to some students not having reliable internet and lack of supervision while assessments and programs were being completed. The District was successful in providing teachers with distance learning resources and available professional development opportunities. The District found it challenging to provide relief time to teachers for available trainings due to a shortage in substitute teachers. The District was successful in supporting staff roles and responsibilities by being flexible to health and safety needs. Shifts in roles and responsibilities were accommodated as needs arose. Challenges related to staff roles and responsibilities were directly related to absent staff due to the covid 19 pandemic. To support pupils with unique needs, including English learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness: the District successfully provided an opportunity for these students to return to learning cohorts before in person instruction was extended to all students. School supplies and supplemental materials were provided to all specialized groups. All Special Education Services were provided and social emotional counseling services were available online in person, or via telephone. The District found it challenging for some students to pick up materials when they were available however the school insured to deliver any materials for any families who indicated the need.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Our English Learners, low-income, and foster youth are at a significantly increased risk of learning loss due to COVID-19. Additionally, they are already the group of students with the least access to opportunities and activities that enrich their core learning. The District will utilize programs designed to help students remediate lessons, accelerate past grade level expectations, or provide current grade level content. These programs focus on ELA (Lexia, Freckle and IXL) and Math (IXL and Freckle) but also include lessons in Science and History (IXL). As a result, we expect to have increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.</p>	\$ 10,000.00	\$13,065.00	Yes
<p>Our unduplicated students, the EL, Foster, and low-income students, are most in need of access to supplemental instructional support and fluency building in the areas of math, reading and Early Literacy Skills due to having less access because of their current conditions and circumstances. The District will provide Renaissance Learning assessments in STAR Reading, STAR Math and Early Literacy, in order to provide a common assessment for all English Only and Dual Immersion classrooms. As a result, we expect to have increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. The District will utilize programs designed to help students remediate.</p>	\$ 15,000.00	\$14,106.00	Yes
<p>Our unduplicated students have historically underperformed on standardized testing. COVID-19 has further exacerbated this learning and achievement gap. Because of this need, the District will provide library books to support the Accelerated reader program, focusing on independent reading at students instructional level. As a result, we expect to have increased academic achievement for all unduplicated</p>	\$ 4,000.00	\$5,220.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.			
The District has contracted Americorp Tutors to assist with remediation as a response to learning loss directly related to the COVID-19 pandemic school closure.	\$ 10,000.00	0.0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The District was not able to continue its contract with Americorp, as services available through Americorp did not align with District schedule needs. The District did retain services through expanded learning program that met district needs in providing learning cohorts for the District's most vulnerable groups. All students were assessed at the end of each trimester to measure and address learning loss, including Pupils with Unique Needs, including English learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The District was able to successfully provide all interventions related to learning loss, however non-reliable internet and connectivity created a challenge for students to connect. In addition, lack of childcare and academic support at home for many students, who chose the distance learning instructional model, created a challenge due to engagement in the scheduled activities not being accomplished. The District consistently implemented its core program and interventions to assess learning loss to provide tutorial, small group learning sessions, student study teams, social-emotional services, nutrition and health services, and technology resources so that the District could effectively address learning loss, including pupils who are English Learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The District provided daily mental health check ins in each classroom, morning announcements and Tiger chats provided by administration, in addition to administering a survey to measure connectedness. Through our daily monitoring, the district was able to refer any students for mental health services to our School Psychologist and for referral to the All4Yotuh mental health services, available through our partnership with Fresno County Superintendent of Schools. Challenges related to providing services were that some parents refused services or did not respond to letters, phone calls or other means of communication in order to authorize services.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The District found success when offerings for drive through, in person, and virtual family engagement activities were offered throughout this school year. Popular activities provided were: walk through Trunk or Treat, Dia de Los Muertos Cultural drive through activity, La Catrina Cultural Virtual Presentation, Making Sprits Bright Winter Event, End of the Year Awards Celebration, Drive up Library Resources, Supplemental Martial Arts Drive ups for family discussions, Family Board games raffles, Daily Morning Announcements, 3 Family Paint Night Activities, Reptile Ron in person Animal Presentation, Online Mariachi Classes for 6th-8th grade students, Promocion ceremony for 8th grade students. Challenges related to pupil re-engagement and outreach were: It was often difficult to reach parents regarding reengagements efforts. Challenges implementing tiered re-engagement strategies included time needed for teachers to report unengaged students, parent contact due to work schedules, difficulty of home visits due to COVID 19 precautions. The District made efforts to reach out to pupils and parents regarding reengagement through telephone calls, home visits, letters home, virtual meetings, daily phone dialer, and other various methods.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The District successfully provided meals for all students this school year through a drive through service. Challenges included strategic planning of times when all families could pick up meals. The District successfully provided free groceries 2 times a month through a partnership with the local food bank. There was a decrease in the number of meals and groceries being distributed as compared to the previous school year, due to the decreasing need of assistance. The District successfully provided nutritionally adequate meals for all students this school year for all in person and distance learning students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	The District will coordinate activities to bring families on campus to pick up materials, meals, and technology. Signage and traffic cones will be used to assure safe passages of travel and expectations.	\$ 2,000.00	\$1,970.00	No
In-Person Instructional Offerings	The District will provide an air quality filter, in each room, in order to maximize the quality of clean air (free of toxins, allergens, viruses, and bacteria) flowing through the classroom.	\$ 30,000.00	\$ 22,500.00	No
Pupil Engagement and Outreach	The district will provide all teachers with Google Voice, in order for teachers to communicate with parents and to increase pupil engagement.	\$ 5,000.00	\$ 5,255.00	No
Distance Learning Program (Continuity of Instruction)	The district will provide increased technology planning, services, and support to all staff, students, and parents. This will increase the need for technology support days.	\$ 3,000.00	\$4,942.00	No
School Nutrition	The District will assure that students have access to nutritious meals. This will require supplies such as: ice chests, bags for meals, clip boards, ice/cooling packs.	\$ 2,000.00	\$176.61	No
Mental Health and Social and Emotional Well-Being	Our unduplicated students have the least opportunities to engage in person and online socio emotional learning activities through the use of technology to further socio emotional experience and understanding in and outside of the regular school day. Because of this need, the District will provide teachers and students with access to Programs such as the Zones of Regulation, BrainPop and NewsELA, in order to provide digital SEL lessons. Increased services will be principally	\$ 15,000.00	\$9,613.00	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have more students feeling connected to school as measured by the end of year connectedness survey and fewer referrals to SEL supports.			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Due to unknown factors as a result of the pandemic, some areas were overbudgeted., however all actions were met. The difference between the amount budgeted for school nutrition services was more than expected. The District did not spend \$1,823.39 because sufficient number supplies related to delivering school lunches were purchased in the 2019-2020 fiscal year.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The development of goals will be focused on reliable assessment data and anecdotal evidence for all future planning. Due to internet and connectivity and reliability and the inability to control testing environments for distance learning students, assessment data can no be validated. In addition, many students did not complete assessments requested that were provided online. The utilization of data and test reliability will be evaluated. Lessons learned form implementing in person and distance learning programs in 2020-2021 hav einformed the development of goals and actions in the upcoming LCAP by bringing to light thaththe district wants to enrich its data literacy capacity through new systems and capacity.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continued to be assessed via multiple measures: STAR Reading and Math, Basic Phonics Skills Assessments, Fountas and Pinnell Reading Assessments, in addition to the state provided standards assessments. During the summer of 2021 the district will evaluate assessments being given, and revamp the District assessment plan. The District will assess students, upon returning to in person instruction, using multiple measures and will work with a data analysis consultant to assist in identifying foundational areas that require remediation for all students including pupils with unique needs, including English learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Description of any substantive differences between actions and services identified as contributing towards meeting the increased or improved services requirement is described in the previous sections.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Upon analysis of student outcomes from the 2019-2021 LCAP and the 2020-2021 Learning Continuity Plan, the District has recognized the importance and need for our students to receive targeted and rigorous remedial instruction, in unison with grade level instruction, in all curricular areas. Due to learning loss caused by school closures and lack of engagement caused by the COVID 19 Pandemic and perpetuated by connectivity issues and lack of academic support/childcare during Distance Learning. The District also recognizes a need to develop an intensive intervention program, to provide intervention for students who are 2 or more years being grade level in mathematics and Language Arts.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,587,869.05	3,018,050.00
After School Education and Safety (ASES)	155,459.00	0.00
LCFF	3,022,311.00	2,794,081.00
Lottery	45,413.29	19,800.00
Not Applicable	0.00	0.00
Title I	227,897.06	133,540.00
Title II	27,118.84	60,297.00
Title III	7,538.00	8,479.00
Title IV	102,131.86	1,853.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,587,869.05	3,018,050.00
	0.00	0.00
0000: Unrestricted	45,000.00	44,897.00
1000-1999: Certificated Personnel Salaries	1,419,431.80	1,402,211.00
2000-2999: Classified Personnel Salaries	397,248.63	314,880.00
3000-3999: Employee Benefits	689,962.46	725,687.00
4000-4999: Books And Supplies	419,944.07	185,486.00
5000-5999: Services And Other Operating Expenditures	189,543.19	66,304.00
5700-5799: Transfers Of Direct Costs	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	400,738.90	273,215.00
5900: Communications	25,000.00	5,370.00
6000-6999: Capital Outlay	1,000.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,587,869.05	3,018,050.00
	Not Applicable	0.00	0.00
0000: Unrestricted	LCFF	45,000.00	44,897.00
1000-1999: Certificated Personnel Salaries	LCFF	1,375,387.47	1,390,611.00
1000-1999: Certificated Personnel Salaries	Title I	30,044.33	0.00
1000-1999: Certificated Personnel Salaries	Title II	10,000.00	6,600.00
1000-1999: Certificated Personnel Salaries	Title III	4,000.00	5,000.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	52,754.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	247,130.28	249,085.00
2000-2999: Classified Personnel Salaries	Title I	55,827.35	65,795.00
2000-2999: Classified Personnel Salaries	Title IV	41,537.00	0.00
3000-3999: Employee Benefits	LCFF	633,746.05	695,462.00
3000-3999: Employee Benefits	Title I	49,216.41	28,840.00
3000-3999: Employee Benefits	Title II	4,000.00	1,385.00
3000-3999: Employee Benefits	Title IV	3,000.00	0.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	28,818.00	0.00
4000-4999: Books And Supplies	LCFF	201,889.30	75,699.00
4000-4999: Books And Supplies	Lottery	45,413.29	19,800.00
4000-4999: Books And Supplies	Title I	92,808.97	38,905.00
4000-4999: Books And Supplies	Title II	1,662.65	45,750.00
4000-4999: Books And Supplies	Title III	3,538.00	3,479.00
4000-4999: Books And Supplies	Title IV	45,813.86	1,853.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	73,887.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	114,200.00	65,187.00
5000-5999: Services And Other Operating Expenditures	Title II	1,456.19	1,117.00
5700-5799: Transfers Of Direct Costs	LCFF	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	378,957.90	267,770.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	10,000.00	5,445.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	Title IV	11,781.00	0.00
5900: Communications	LCFF	25,000.00	5,370.00
6000-6999: Capital Outlay	LCFF	1,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,770,013.18	1,782,562.00
Goal 2	745,872.08	573,159.00
Goal 3	265,853.78	127,564.00
Goal 4	258,242.53	235,246.00
Goal 5	547,887.48	299,519.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$53,500.00	\$48,315.94
Distance Learning Program	\$159,650.00	\$164,391.00
Pupil Learning Loss	\$39,000.00	\$32,391.00
Additional Actions and Plan Requirements	\$57,000.00	\$44,456.61
All Expenditures in Learning Continuity and Attendance Plan	\$309,150.00	\$289,554.55

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$38,200.00	\$28,429.00
Distance Learning Program	\$148,650.00	\$135,603.00
Pupil Learning Loss	\$10,000.00	
Additional Actions and Plan Requirements	\$42,000.00	\$34,843.61
All Expenditures in Learning Continuity and Attendance Plan	\$238,850.00	\$198,875.61

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$15,300.00	\$19,886.94
Distance Learning Program	\$11,000.00	\$28,788.00
Pupil Learning Loss	\$29,000.00	\$32,391.00
Additional Actions and Plan Requirements	\$15,000.00	\$9,613.00
All Expenditures in Learning Continuity and Attendance Plan	\$70,300.00	\$90,678.94

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange Center School District	Terry Hirschfield Superintendent	thirschfield@orangecenter.org 559-237-0437

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Orange Center School District serves approximately 296 students in TK through 8th grade, preparing students for their future educational and life experiences through high quality and engaging instruction in the area of English Language Arts, Mathematics, Social Science, Science, Technology, Physical Education, and Art. Orange Center School District serves a diverse population, with approximately four languages spoken by students and their families including English, Spanish, Hmong, and Arabic. Ethnicity data for Orange Center School district indicates that the student population is made up of approximately: 79% Hispanic or Latino, 17% Asian, 4% African American, 5% White, and 4% two or more races. Orange Center School District's student population consists of: 36% of the student population are English Learners, 93% of students have been categorized as socioeconomically disadvantaged. Orange Center school District employs approximately 45 staff members. In addition to the general education program, Orange Center offers opportunities for students to explore: Coding, 3D Printing, Debate, Drone Club, Leadership, Multicultural Studies, Drama, Sports, Music, Hip Hop, Beginning Mariachi, Beginning Clarinet, ASL, Photovoice, Mindfulness Exploration, Marvel Madness, Folkloric Dance and Secondary Language Acquisition (through a Dual Immersion Language Program).

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

With a one-to-one ratio of technology device to student, each and every Orange Center Elementary School student, from TK-8th grade, has a device assigned to them. This has allowed families to feel safe during the COVID 19 school closure providing distance learning to those students whose families felt more comfortable with their students at home learning from their teachers online. Our SPED department continued delivering services to our students with IEPs. Hot spots were provided to families who either had no internet, or they were unable to secure reliable internet connectivity at their home. Services to improve facilities and parent communication include the purchase and installation of a digital marquee and furniture that foster collaborative learning environments. School safety and campus climate actions include the implementation of a digital sign in and out process which includes the features of checking visitor background and alert administration to any individuals who may put students at risk and who wish to enter campus. An additional day of school psychologist services was added to the plan in the 2017– 2018 school year in order to extend services in the area of social skills groups and behavior

modification for students who need assistance with learning appropriate conduct. All 4 Youth counseling services, who are licensed family therapists, counsel students that are learning how to deal with their emotions since the 2018-19 school year, along with the added day of a school psychologist's services, has created a place where our students who may benefit from emotional support can feel comfortable, safe, and valued and these services continue still today. Since providing these services, our chronic absenteeism has declined 4%. In the area of student achievement, 47.5% of Orange Center Elementary School's 120 English Learner students are making progress towards English language proficiency. The number of students progressing at least one ELPI level is 37.5% of the district will implement a comprehensive math, writing and reading intensive intervention program. Special Education services were increased in the 2019-2020 school year in order to decrease suspension rates by more than 3% and the achievement gap between all students and students who are in SPED sub group according to the 2019 California Schools Dashboard. The District plans to continue to provide all necessary supports required to fully implement a rigorous academic program: including providing access to technology to families, mental health services, nutritional meals, supplemental learning materials, and additional needed services for all students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

When reviewing state and local data, including the California School Dashboard, for all students, although positive gains are being made, there is still a low number of students who are meeting grade level standards in ELA and Mathematics. According to the 2019 California School Dashboard, the All Students group received "Orange" in both ELA and Math. A teacher on special assignment will be designated to collect, disaggregate, analyze, and present data that identifies what students' academic needs are. Strategies will then be identified, discussed, and implemented to improve students' academic performance. By identifying these specific needs, and addressing these needs at students' levels, students will become more engaged. This process will improve students' confidence and provide them with a sense of empowerment and pride. A teacher taught, live, in-person summer school will be offered to students in grades TK-7 during the summer break to help mitigate learning loss from the COVID-19 school closure. This will improve students' academic performance. All 4 Youth will continue to provide counseling services to students to assist with SEL needs.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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

school psychologist services was added to the plan in the 2017-2018 school year in order to extend services in the area of social skills groups and behavior modification for students who need assistance with learning appropriate conduct. This will continue throughout the 2021-2022 school year. The All 4 Youth counseling services (who are funded through Fresno Superintendent of Schools Office) supplement the services provided to the district. All 4 Youth staff are licensed family therapists, or behavior interventionists, who counsel students who are in need of social emotional support. This, along with the added day of a school psychologist's services, has created a place where our students, who may benefit from emotional support, can feel comfortable, safe, and valued. In the area of student achievement, the district will continue a comprehensive math, writing and reading intensive intervention program. Physical Education support materials will be purchased. Special Education Program Improvement Team will meet regularly to discuss program needs in order to decrease the achievement gap between all students and students who are in the SPED subgroup.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Orange Center Elementary was not identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Orange Center Elementary was not identified for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Orange Center Elementary was not identified for CSI.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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 ELPAC/CELDT test data, STAR Reading STAR Math data was also used in presentations to stakeholders. Presentations and corresponding materials were presented to the following stakeholder groups before presenting to Orange Center School Districts' Governing Board:

Orange Center Principal, CTA, teachers, classified and management/classified/confidential staff meetings were held to review and give input to the LCAP on March 1, 2021, March 22, 2021, and May 5, 2021

Orange Center CTA LCAP Meeting: 5/5/2021

Orange Center's Parent Advisory Committee and School Site Council were presented a draft of the LCAP on April 13, 2021 and again on May 6, 2021. There were 2 comments from parents regarding actions of interest during the May 6th Meeting. The Superintendent responded to each comment in writing, as required.

The Orange Center DELAC presented a draft of the LCAP on April 13, 2021 and again on May 6, 2021. There were no comments from parents regarding the LCAP during either meeting. Had there been comments, the Superintendent would have responded to each comment in writing, as required.

Orange Center School District consulted with the Fresno County Superintendent of Schools SELPA regarding the district LCAP on the following dates: 9/10/2020, 10/15/2020, 11/12/2020, 1/28/2021, 2/16/2021, 3/23/2021, 4/15/2021

All students including, Unduplicated students, are given the opportunity to share concerns and ideas through facilitated discussions on May 20th, 2021, daily tiger chats and through an end of the year survey.

The final draft of the LCAP was presented to the PAC, DELAC, SSC for final consultation and approval of SSC on June 23, 2021.

The community was invited to take part in all LCAP planning meetings and review of the LCAP on June 9th, 2021 during a Public hearing. In addition community members were invited to provide input during regularly scheduled board meetings on April 21st and on May 12, 2021.

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 a greater opportunity to be involved in the input process. The District does not have

a classified bargaining unit, but classified employees, confidential management, and administrators are given the opportunity to participate in the LCAP planning process during the ALL STAFF LCAP meetings, in addition to all other stakeholder LCAP meetings that were available.

Orange Center held a public hearing June 9, 2021; The public comments period was June 4, 2021-June 9, 2021. 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. Feedback was accepted via email, phone message, text messages, and 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 the district website, as well as a greater opportunity to be involved in the input process from home via zoom .

Translation services were available at all meetings in English and Spanish and in Hmong upon request of our Hmong Liaison.

The Orange Center School Board approved the LCAP and the Budget for the 2021-22 school year on June 30, 2021. Local indicators were presented in conjunction with the LCAP adoption.

A summary of the feedback provided by specific stakeholder groups.

Newly identified trends from teaching and certificated and confidential staff indicated a need for: addressing learning loss, professional development in key areas (SEL and core curricular areas) for teachers and staff, increased improvements in the school building and grounds, increased services to address learning loss through assessment data analysis, increased support to address attendance issues and a need to provide curriculum and services to students in the area of Socio Emotional Learning.

Newly identified trends from parents and community indicated a need for: increased visual and performing arts programs and increased supplemental support services to address learning loss.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Feedback from stakeholders that has influenced aspects of the LCAP can be found throughout the plan:

Feedback suggesting technology be a component for extended learning beyond the school day will be applied in Goal 5: Action 2 Extended Learning Opportunities: Technology being a component for the extended learning beyond the school day.

Feedback suggesting that an intensive intervention program be created to address learning loss will be applied in Goal 1: Action 4 Professional Development

Feedback suggesting professional development in Common Core standards for teachers and staff will be applied in Goal 3: Action 2 Professional learning opportunities: CC Standards

Feedback suggesting increased improvements in the school building and grounds will be applied in Goal 2: Action 2 Maintenance and repair to school facility

Feedback suggesting increased services to address learning loss through assessment data analysis will be applied in Goal 1: Action 6 Data Analysis and Desegregation

Feedback suggesting increased services to address increased support to address attendance issues will be applied in Goal 2: Action 9 TIP Officer

Feedback suggesting increased services to address increased support to address curriculum and services to students in the area of Socio Emotional Learning will be applied in Goal 2: Action 7 SEL Curriculum

Feedback suggesting increased services to address increased support to address increased real life learning experiences will be applied in Goal 5: Action 3

Feedback suggesting increased services to address increased supplemental support services to address learning loss will be applied in Goal 1

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement of all students and sub groups

An explanation of why the LEA has developed this goal.

When reviewing data for all students at Orange Center School, data indicates that there is a low number of students who are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff must be hired and retained. As a result we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increase percentages of ELs making annual growth in the ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Assessment results	Due to COVID 19, the CAASPP assessment was suspended for 2019-20. The 2018-19 CAASPP results are the most current results. ELA: 2018-19 33.4 points below "Met". Math 2018-19 66.7 points below "Met". Data Source: 2018-19 CAASPP results				E.L.A. and Mathematics to be within 10 points of "Met" on 2022-23 CAASPP.
Implementation of standards or all students and enable EL's access to CCSS and ELD standards	Data Year 2020-2021 Data Source: State Reflection Tool Dashboard Fall 2021 5.0				Full implementation and sustainability Data Year: 2023-2024 Data Source: State Reflection Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Dashboard 2024

Actions

Action #	Title	Description	Total Funds	Contributing
1	Employ and retain highly qualified staff	When reviewing data for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of students who are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff must be hired and retained. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	\$1,569,871.00	No
2	New Teacher(s) Support	Our Low Income, Foster Youth, and English Learner students show the most opportunity for continued academic improvement, based on the most current state and local data. To improve academic achievement, it is essential that first and best instruction is provided which requires well trained and supported teachers, especially those new to the field. Therefore the LEA is committed to supporting this type of training by allocating funds to offer induction services. Induction and intern supports provide year(s) long, on the job support for teachers new to the field, including mentoring from an experienced educator. Participants must adequately demonstrate and apply first, best instructional practices like: differentiation, scaffolding, and integrating culturally relevant practices. These instructional practices provide greater educational access and are key to meeting the needs of each individual student, especially the unduplicated students. Since the inception of this action, four years ago, Math and ELA rates have improved for two of the three years according to SBAC data, and the district anticipates continued improvement in these areas.	\$24,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Professional Development: Best Practices	Our Low Income, Foster Youth, and English Learner students show the most opportunity for continued academic improvement, based on the most current state and local data. To improve academic achievement, It is essential that first and best instruction is provided which requires well trained and supported teachers. Therefore the LEA is committed to providing researched based best practices development by allocating funds to offer professional development in the areas of : student engagement, ELA, Math, Science, and History These instructional practices provide greater educational access and are key to meeting the needs of each individual student, especially the unduplicated students. Since the inception of this action, four years ago, Math and ELA rates have improved for two of the three years according to SBAC data, and the district anticipates continued improvement in these areas.	\$46,004.00	Yes
4	Intervention Program ELA/Math	According to state SBAC assessments and local data, there is opportunity to increase the English learners and low income populations academic achievement. Through research, we know that when properly implemented, targeted individualized support in English and Math, students have greater access to improving missing skills and can reach current standards, especially when provided by credentialed teachers. To meet this need, credentialed teachers will continue to provide specialized direct instruction support to students through individualized and small group remediation and acceleration lessons. As students reading /math skills are brought closer to grade level through intensive support, the associated test scores and student reading and math efficacy will increase. This action was implemented in 2017 and showed an increase in statewide SBAC scores for low income students in English.	\$51,403.00	Yes
5	Special Education Services	In order to provide necessary support to students who are eligible or who may become eligible for Special Education Services, Orange Center will employ two SPED Teachers, and contract for a school Psychologist for two days as week, a Speech Pathologist for 2.5 days a week, in addition the District will provide supplemental materials and supports necessary to appropriately meet student goals and services,	\$336,573.00	No

Action #	Title	Description	Total Funds	Contributing
		as indicated on student Individualized Education Goals and assessment Plans.		
6	Data Analysis and Disaggregation	When reviewing data for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of unduplicated students who are meeting grade level standards in ELA and Mathematics. To improve academic achievement, it is important that educators and students are aware of the learning gaps and strengths of each student which requires the ability to use learning data in a meaningful and skilled way. Through a pre-planning the scope and sequence of the standards, educators can be assured that content and assessments target foundational skills, loop learning cycles, and create continuity across the system in a way that supports equity for all students. In order to increase academic achievement staffing will be allocated to disaggregate data and assist with data analysis and review in order to target specific foundational skills. Through the skilled and purposeful use of student learning data, educators will be better able to target the learning needs of each student and differentiate needs accordingly. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	\$10,000.00	Yes
7	Curriculum Mapping	When reviewing data for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of unduplicated students who are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement a curriculum and assent mapping team will be developed to map out curriculum and assessments for the school year in order to target specific foundational skills. Through a pre-planning the scope and sequence of the standards, educators can be assured that content and assessments target foundational skills, loop learning cycles, and create continuity across the system in a way that supports equity for all students. As a result, we expect to see increased	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.		
8	Supplemental Support for Students (Tutors)	According to state SBAC assessments and ELPAC data, there is an opportunity to increase the unduplicated students academic achievement. Through research we know that when targeted individualized instruction is provided in English and math, students have greater access to improving missing skills and can reach current grade level standards, especially when the instruction is provided by trained support staff. To meet his need, a credentialed EL coordinator and classroom teachers will work with support staff to provide remediation and acceleration activities to students. As students' reading and mathematics skills are brought closer to grade level through intensive support, the associated test scores and student reading and math efficacy will increase. This action has been implemented since 2016 and has shown increases in statewide SBAC scores for low income students in ELA, Math, and ELD. However the district did see a drop in program effectiveness during the last SBAC administration, the District that improved planning and program fidelity will demonstrate positive growth in the upcoming year.	\$72,000.00	Yes
9	Transportation - Intervention Program/ Expanded Learning	According to state SBAC assessments and local data, there is opportunity to increase the English learners and low income populations academic achievement. Through research, we know that when properly implemented, targeted individualized support in English and Math, students have greater access to improving missing skills and can reach current standards, especially when provided by credentialed teachers. To meet this need, credentialed teachers will continue to provide specialized direct instruction support to students through individualized and small group remediation and acceleration lessons after the traditional school day. Transportation will be provided. As students reading/math skills are brought closer to grade level through intensive support, the associated test scores and student reading and math efficacy will increase.	\$76,555.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

When reviewing research regarding attendance, safety, school connectedness, school repair/appearance, and student health, research indicates that attendance, safety, school connectedness, health directly correlate to academic achievement and overall student wellness. As a result of these services, we expect to see an increase in attendance, overall feeling of school connectedness, and an increased feeling of safety overall.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Maintained	2019-20 FIT Score "Good" as measured by annual FITs or SARC review. Information Collected from 2019-20 SARC				FIT Score "Good" as measured by annual FITs or 2022-23 SARC review.
Attendance	Attendance: 2019-20: (97.03%) Data Source: Schoolwise (District S.I.S.)				Attendance: 2022-23 (98%) Data Source: Schoolwise (District S.I.S.)
Chronic Absenteeism	2019 Dashboard Chronic Absenteeism: 2018-19 (7.7%) Data Source: 2019 CA Dashboard				2023 Dashboard Chronic Absenteeism: 2022-23 (4%) 2023 Ca. Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M.S. Dropout Rate	Middle School Dropout Rate: (0%) 2019 CA Dashboard				Middle School Dropout Rate: (0%) 2023 CA Dashboard
Suspension rate	2018-19 : (6.3%) Data Source: 2019 CA Dashboard Suspension Rate				2022-23: (3.3%) Data Source: 2024 CA Dashboard Suspension Rate
Expulsion rate	Expulsion Rate 2018-19: (0%) Data Source: Schoolwise (District SIS)				Expulsion Rate 2022-23: (0%) Data Source: Schoolwise (District SIS)
School Climate	Data Source: 2020-21 Orange Center Student Survey - 156 Responses I Feel Safe at School Very Safe - 70.45% Somewhat Safe - 16.3% Not Safe - 3.2% Connectedness: Very Connected - 58.3% Somewhat Connected- 36.5% Not Connected - 4.2.%				2022-23 Orange Center Student Survey I Feel Safe at School Very Safe - 90% Somewhat Safe - 10% Not Safe - 0% Connectedness: Very Connected - 95% Somewhat Connected- 5% Not Connected - 0.% Based on your experience, do you sometimes feel sad or depressed?

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Based on your experience, do you sometimes feel sad or depressed?</p> <p>Yes - 38.5%</p> <p>No - 50%</p> <p>Don't Know - 11.5%</p>				<p>Yes - 18%</p> <p>No - 80%</p> <p>Don't Know - 2%</p>
Parent Comments	<p>Data Source: 2021 Orange Center LCAP Parent Survey - 28 Responses</p> <p>The District effectively addresses attendance and absenteeism:: Agree- 96.4% Disagree - 3.6%</p> <p>The school promotes family involvement in school. Strongly Agree - 53.6% Agree - 46.4% Disagree - 0% Strongly Disagree - 0%</p> <p>The school offers a safe, secure and clean learning environment for my child.- 50% Agree - 46.4%</p>				<p>Data Source: 2023 Orange Center LCAP Parent Survey</p> <p>The District effectively addresses attendance and absenteeism:: Agree- 99% Disagree - 1%</p> <p>The school promotes family involvement in school. Strongly Agree - 90% Agree - 10% Disagree - 0% Strongly Disagree - 0%</p> <p>The school offers a safe, secure and clean learning environment for my child.- 89% Agree - 10% Disagree - 1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disagree - 3.6% Strongly Disagree - 0% The school provides me with the information and the support I need in order to help my children succeed in school. Strongly Agree - 39.3% Agree - 60.7% Disagree - 0% Strongly Disagree - 0%				Strongly Disagree - 0% The school provides me with the information and the support I need in order to help my children succeed in school. Strongly Agree - 80% Agree - 20% Disagree - 0% Strongly Disagree - 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Home to School Transportation	To ensure student engagement in a rural school home to school transportation is required.	\$275,915.00	No
2	Maintenance/Repair to School Facility	To provide a safe and comfortable learning and collaboration environment facilities, furniture, and school grounds must be well maintained. Carpets in two rooms will be replaced, school will be repainted including structural damage repair and replacement of one building roof .	\$492,567.00	No
3	Parent Involvement Opportunities	District data indicates a need for increased parent involvement and increased number of opportunities for students to demonstrate visual	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and performing art skills, such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, academic awards assemblies, specialized parent meetings, and extracurricular opportunities.		
4	Preventative Healthcare Measures- LVN	Our unduplicated students have the least opportunities to engage in preventative health care experiences in and outside of the regular school day, based on the number of absences due to preventable illnesses and parent reports of children without medical insurance coverage. To improve the physical and mental well-being of our students and decrease preventable illnesses, it is essential that access to health and educational supports are provided through professional medical services. Because of this need the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time, in addition to our district registered school nurse. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. In addition, the district expects to decrease the number of chronically absent students and increase attendance rates. Since the inception of this action, four years ago, Math and ELA rates have improved for two of the three years according to SBAC data, EL data has demonstrated increase in EL students making positive progress, and attendance rates have improved every year.	\$90,087.00	Yes
5	Positive Behavior Intervention and Support Program	Data shows that Low Income, Foster Youth, and English Learner students show the most opportunity for continued improvement in attendance, suspension and expulsions rates, based on the most current state and local data. Since the inception of this action, five years ago, attendance rates, suspension rates, expulsion rates have improved according to the CA. Department of education dashboard and the district anticipates continued improvement in these areas. To improve attendance, suspension and expulsion rates it is essential	\$28,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>that students and staff engage in Positive Behavior Intervention and Support Program activities and research based training that identify students who are in need of academic and behavior programs and intervention, in and outside of the regular school day. Therefore the LEA is committed to supporting PBIS training, activities and extracurricular events. These practices provide students and staff the opportunity for identification of students in need of behavioral supports and will provide greater educational access and are key to meeting of these students. Since the inception of this action, five years ago, attendance rates, suspension rates, expulsion rates have improved according to the CA. Department of education dashboard and the district anticipates continued improvement in these areas</p>		
6	Supplemental Services- Socio-emotional Health	<p>Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that assist those who are in need of social skills and counselling services, in and outside of the regular school day. The pandemic has left many of our students feeling isolated and in need of connecting and processing subsequent stress. Based on these needs, services such as social skills counseling, counseling, behavior intervention, and socio emotional needs support need to be provided. Because of this need the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. These services are in addition to the core scheduled 2 days. These practices provide provide students and staff the opportunity for identification of students in need of behavioral supports and will provide greater educational access and are key to meeting the needs of these students. Since the inception of this action, four years ago, attendance rates, suspension rates, expulsion rates have improved according to the CA. Depart. of Education Dashboard and the district anticipates continued improvement in these areas.</p>	\$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	SEL Curriculum	According to the Orange Center Student Survey, many of our unduplicated students have experienced a feeling of depression, sadness, or the feeling of not being important and have, in addition, not had the opportunity to engage in activities that develop social skills, self regulation, and coping strategies, in and outside of the regular school day. Because of this need, the District will provide teachers with SEL curriculum allowing them to provide lessons to develop social skills and coping strategies when needed. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Additionally, the district expects to see a decrease in self harm reporting incidents and a decrease in the number of students feeling depressed or sad as measured by OC's Student survey.	\$20,000.62	Yes
8	California Healthy Youth Act Course	The district is required to provide a CHYA- California Healthy Youth Act course for students in one of their middle school years. Because of this requirement, the District will provide a CHYA course for students in the 7th grade. As a result, we expect to meet the state requirement.	\$3,900.00	No
9	TIP Officer	Due to the COVID 19 Pandemic, according to local data and CALPADS reports the District has noticed an increase in absences/unengaged students throughout the 2020-2021 school year. Having a dedicated person engage students and families around barriers of attendance and engagement, the school will be better able to support specific needs and connect resources. Because of this need the District will contract services through FCSS for a TIP officer who will assist with communicating with parents, providing home visits, identifying factors for student absences and non-engagement. Targeted support in this area will help reinforce attendance policies and will help parents receive assistance regarding barriers to school attendance. By adding this resource the LEA expects to see increased academic achievement for all students, as measured by CAASPP Math and ELA as well as increased percentages of ELs	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		making annual growth in the ELPAC. Additionally, the district expects to see a decrease in suspensions and absences for students in the unduplicated population.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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. The District anticipates that through the implementation of the planned actions, that the District EL Reclassification rates will improve.

An explanation of why the LEA has developed this goal.

When reviewing data for all students at Orange Center School, data indicates that there is a low number of students who are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement, research indicates that hands on lessons and experiences is necessary, when delivering the Common Core Standards and ELD lessons. As a result we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA, as well as increased percentages of ELs making annual growth in the ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Retain fully credentialed teachers with no misassignments nor vacancies.	Data Source: Orange Center 2020-21 school year staffing list: 2 Interns 1 STSP 0/21 mis-assignments 0/21 vacancies Data Source: Data Source: School year staffing list				Orange Center 2022-23 school year staffing list: 0 Interns 0 STSP 0 Mis-assignments 0 Vacancies
EL Reclassification Rate	Baseline: 8.7% Data Year: 2019-2020 Data Source: Dataquest				Baseline: 20% Data Year: 2022-2023 Data Source: Dataquest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Hands on Learning & STEAM Experiences	A review of our most current local data reflects that our Low Income, Foster Youth, and English Learner students are displaying a decreases in the number of students who are meeting standards and that these students have less opportunities to engage in creative thinking and hands on learning and STEAM experiences. Orange Center will allocate resources to provide supplemental instructional material needed to support experiences to implement CC standards and offer a rigorous broad course of study. As students have activate creative and critical thinking skills through experiential learning, engagement will increase and learning will take place at deeper levels. As a result, The LEA expects to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Since the inception of this action, 5 years ago, Math and ELA rates improved two of the three years, according to SBAC data. The district believes that focused and consistent implementation of the use of resources will result in desired outcomes.	\$70,132.00	Yes
2	Professional Learning: CC Standards	Our Low Income, Foster Youth, and English Learner students show the most opportunity for continued academic improvement, based on the most current state and local data. To improve academic achievement, It is essential that first and best instruction is provided which requires well trained and supported teachers. Therefore the LEA is committed to providing researched based best practices 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 These instructional practices provide greater educational access and are key to meeting the needs of each individual student,	\$23,076.00	Yes

Action #	Title	Description	Total Funds	Contributing
		especially the unduplicated students. Since the inception of this action, four years ago, Math and ELA rates have improved for two of three years according to SBAC data, and the district anticipates continued improvement in these areas.		
3	Supplemental Materials: STEAM	A review of our most current local data reflects that our Low Income, Foster Youth, and English Learner students are displaying a decreases in the number of students who are meeting standards and that these students have less opportunities to engage in creative thinking and hands on learning and STEAM lessons. Orange Center will allocate resources to provide supplemental instructional material needed to support learning lessons to implement CC standards and offer a rigorous broad course of study. Supplemental experiences will enrich learning by expanding opportunities and offering a variety of ways to interact with concepts As a result, The LEA expects to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Since the inception of this action, five years ago, Math and ELA rates improved two of the three years, according to SBAC data.The district believes that focused and consistent implementation of the use of resources will result in desired outcomes.	\$128,101.00	Yes
4	State Adopted Curriculum	State law requires that all students have access to state adopted core curriculum. Because of this need, the District will purchase state adopted curriculum in order to provide students with CC standards based materials and in order for the district to offer a rigorous broad course of study. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	\$45,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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

An explanation of why the LEA has developed this goal.

Data from recent parent surveys indicate families of all students need opportunities to become aware of vital school information and ways to support their children surrounding academic and educational topics. In order to increase parent participation, the District must increase supports and opportunities to facilitate increased participation in school sponsored meetings and activities. The District will increase the parent engagement attendance by providing multiple ways of communicating information regarding said activities. As a result we expect to see increased academic achievement for all students as measured by CAASPP math and ELA scores as well as increased percentages of ELs making annual growth in the ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement/Suggestions	<p>Data Source: 2021 Orange Center LCAP Parent Survey - 28 Responses</p> <p>The school promotes family involvement in school. Strongly Agree - 53.6% Agree - 46.4% Disagree - 0% Strongly Disagree - 0%</p> <p>The school distributes information about community programs for families.</p>				<p>Orange Center LCAP Parent Survey</p> <p>The school promotes family involvement in school. Strongly Agree - 90% Agree - 10% Disagree - 0% Strongly Disagree - 0%</p> <p>The school distributes information about community programs for families. Strongly Agree - 53.6%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Strongly Agree - 53.6% Agree - 42.9% Disagree - 3.6% Strongly Disagree - 0%				Agree - 42.9% Disagree - 3.6% Strongly Disagree - 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement Activities	According to district data, families of Low Income, English learners, and Foster Youth children, are in great need of strategies to help children with Socio Emotional topics, homework and academic content while at home. Parent Engagement Activities are needed to help parents learn how to best support their children in order to be successful in all academic areas. The following areas were identified in the parent survey as areas of interest for OC parents: Study Skills, Computer Skills, Health/Nutrition, Bully Prevention, Mental Health and Suicide Prevention. The District will allocate funds to support the Superintendent/Principal, the Parent Engagement Team of teachers and support staff that will provide parents with engagement activities that focus on teaching parents how to best support their children at home. Educational related participation incentives, such as books, learning tools, and supplemental supplies to utilize while completing homework. will encourage participation. These activities will result in increased academic achievements as well as increased communication between the school and home. The District will continue this action as local survey data continues to demonstrate a need for parent engagement opportunities to increase and families express the need for continued services.	\$81,346.39	Yes
2	Communication with Parents and Community	According to district data, families of low income, English learners, and Foster Youth children have less access to school information and activities thus contributing to low attendance and to activities that	\$2,379.46	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>would teach parents to support students at home in academic content. Extra means of communication are in great need to assure that all families receive information regarding school activities and functions. The District will provide communication supports services that provide parents with more access to district information through newsletters sent home via U.S. Mail, phone dialers, and Parent Square. The District expects to see an increase in parent involvement in all district parent meeting and school events as well as in their comfort and skill level to support their student's academic activities. The District will continue this action as local survey data continues to demonstrate a need for parent engagement opportunities to increase and families express the need for continued services.</p>		
3	Communication:Spanish and Hmong Speaking Liaisons	<p>According to statewide data, low Income, English learners, and Foster Youth children show the most opportunity for continued academic improvement based on the most current state and local data. Through research and experience we know that in order to improve academic achievement, it is imperative that parents and teachers are able to communicate so they can focus on supporting students at home. To address this need,the District will provide instructional assistance to students and outreach and support to identified subgroups and Hmong speaking parents in regards to attendance,school events and student progress. This additional, targeted support will help reinforce academic concepts, increase academic performance in state tests, increase school to home communication, and will result in an increase of parent participating in school events. By continuing to provide these services the district anticipates a continued increase in parent participation, parent engagement activities, and parent meeting in addition to improved student academic performance.</p>	\$77,132.81	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Data from recent parent surveys indicate families of students have the least opportunities to engage in a 21st century learning experiences that require instructional technology and technical support. Because of this need, the District will provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. The District will maintain an Instructional Technology Coordinator and Contract a FCOE Technology Technician. Increased services will be effective in meeting the District goal for the entire student population. As a result, we expect to have an increased academic achievement for all students as measured by CAASPP Math and ELA scores, increased exposure to technology & knowledge of jobs in the technology field, as well as increased percentages of ELs making annual growth in the ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a broad course of study.	2020-2021 100% access to a broad course of study. Data Source: District Master Schedule				2022-23 100% access to a broad course of study. Data Source: District Master Schedule

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Technology Support	According to local district data, our Low Income, English learners, and Foster Youth students have the least opportunities to engage in 21st century learning experiences that expand the use of technology and have demonstrated lower state assessment results. Instructional technology and technical support are needed to increase access to technology and technology based instruction. The District will provide	\$148,259.36	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>an instructional technology coordinator and contract an FCSS technology technician that provide students with the opportunity to use technology and access to expand resources through the internet. By continuing to provide these resources the District anticipates an increase in ELA and Math SBAC scores, an increase in ELPAC scores, and increased time on task on internet based resources for all unduplicated students. This action has been implemented since 2015 and has shown consistent increase in statewide tests scores in English and Math when fidelity to using technology as an integrated tool, is monitored. The District will improve monitoring of the services provided to assure implementation.</p>		
2	Extended Learning	<p>According to local district data, our Low Income, English learners, and Foster Youth students have the least opportunities to engage in a 21st century learning experiences that expand the use of technology and have demonstrated lower state assessment results. Instructional technology and technical support are needed to increase access to technology and technology based instruction. The District will allocate resources to purchase materials and supplies to support lessons and create STEAM learning labs, makerspaces 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. By continuing to provide these resources the District anticipates an increase in ELA and Math SBAC score, an increase in ELPAC scores, and increased time on task on internet based resources for all unduplicated students. This action has been implemented since 2015 and has shown consistent increase in statewide tests scores in English and Math when fidelity to using technology as an integrated tool, is monitored. District will improve monitoring of program to assure implementation.</p>	\$73,303.45	Yes
3	Real-Life Learning	<p>A review of our most current local data reflects that our Low Income, English learners, and Foster Youth students are displaying a decreases in the number of students who are meeting standards and that these students have less opportunities to opportunities to explore</p>	\$127,719.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>locations where they can observe varying fields of study and real life and physical fitness experiences. Exposure to hands-on experiences and the opportunity to apply learning expands a student's understanding of concepts, deepens understanding, and inspires curiosity which all develop a student's ability to think critically and transfer knowledge. Orange Center will allocate resources to 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. As a result, The LEA expects to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Since the inception of this action, 5 years ago, Math and ELA rates improved two of the three years, according to SBAC data. The district believes that focused and consistent implementation of the use of resources will result in desired outcomes.</p>		
4	Dual Immersion Program	<p>Upon review of most current data for Low Income, English learners, and Foster Youth students at Orange Center School, data indicates that although positive gains have been made there is still a low number of students who are meeting grade level standards in ELA and Mathematics based on the most current state SBAC data. For both native speakers and English language learners, the ability to speak, read, and write fluently is essential to accessing learning and full participation within the classroom. Intellectual capacity and critical thinking are bolstered through the ability to do this in multiple languages for students making it essential that a Dual Immersion program be offered. To improve academic achievement, it is essential that a Dual Immersion program be offered. To meet this need the District will allocate resources to fund research based instructional strategies and programs that revolve around implementing a successful Dual Immersion program that gives students the opportunity to learn a second target language while learning core content in their primary language (Spanish/English). Since the inception of this action four years ago, state data has shown positive progress in student ELPAC data.</p>	\$29,675.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
6	Increase student achievement of English Language Learners

An explanation of why the LEA has developed this goal.

When reviewing data for English Language learner students at Orange Center School, data indicates that there is a low number of students who are meeting grade level standards in ELA and mathematics. The District will provide additional student support services, staff and professional development activities to augment the educational program for our English learners. As a result we expect to see increased academic achievement for all English language learning students as measured by CAASPP Math and ELA as well as increase percentages of ELs making annual progress towards English language proficiency in the ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards assessment Distance From Standard results in ELA and math for EL student and the rate of EL students making progress towards English language proficiency.	English learners 46.3 points below standard in CAASPP ELA scores. English learners 73.6 points below standard in CAASPP Mathematics scores. 47.5% of English learners making progress towards English language proficiency. Data Source: 2019 CA Dashboard				English Learners within 15 points of standard in CAASPP ELA scores, within 25 points of standard in CAASPP Math scores. 60% of English Learners making progress towards English language proficiency. 2023 CA. dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Learner Coordinator and Instructional Aide(s)	According to state SBAC assessments and ELPAC data, there is an opportunity to increase the English learners academic achievement. Through research we know that when targeted individualized instruction is provided in English and Math, students have greater access to improving missing skills and can reach current grade level standards, especially when the instruction is provided by credentialed teachers and enhanced when properly trained support staff assists. To meet his need, a credentialed EL coordinator will continue to provide specialized instruction support to students through individualized and small group remediation. As students' reading and mathematics skills are brought closer to grade level through intensive support, the associated test scores and student reading and math efficacy will increase. This action has been implemented since 2016 and has shown increases in statewide SBAC scores for low income students in ELA, Math, and ELD. However the district did see a drop in program effectiveness during the last SBAC administration, the District that improved planning and program fidelity will demonstrate positive growth in the upcoming year.	\$266,667.00	Yes
2	Professional Development: ELD	English Learner students show the most opportunity for continued academic improvement, based on the most current state and local data. To improve academic achievement, it is essential that first and best instruction is provided which requires well trained and supported teachers. Therefore the LEA is committed to providing researched based best practices development by allocating funds to offer professional development in the areas of: student engagement, ELD, Language Acquisition, Effective Dual Immersion Programs. These instructional practices provide greater educational access and are key to meeting the needs of students. As a result the District expects to see improved state tests cores in all areas for EL students. Since the inception of this action, 4 years ago, Math and ELA rates have improved for two of the three years according to SBAC data. State EL data has indicated positive progress, however learning loss may affect current data.	\$1,614.95	Yes

Action #	Title	Description	Total Funds	Contributing
3	Supplemental Curriculum and Supplies: ELD	English Learner students show the most opportunity for continued academic improvement, based on the most current state and local data. To improve academic achievement, it is essential that first and best instruction is provided which requires the use of supplemental materials and supplies. Therefore the LEA is committed to providing supplemental materials and supplies by allocating funds to supplies to enhance lessons in the areas of: student engagement, ELD, Language Acquisition, and in Dual Immersion Programs. These materials will support and provide greater educational access and are key to meeting the needs of students. As a result the District expects to see improved state tests cores in all areas for EL students. Since the inception of this action, four years ago, Math and ELA rates have improved for 2 of the 3 years according to SBAC data. State EL data has indicated positive progress, however learning loss may effect current data.	\$5,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39.78%	\$1,099,490

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Using the calculation tool provided by the state, Orange Center School District has calculated that it will receive \$1,099,490 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal and Action Number List Example:

- Goal 1.2 : New Teacher(s) Support
- Goal 1.3: Professional Development: Best Practices
- Goal 1.4: Intervention Program ELA/Math
- Goal 1.6: Data Analysis and Disaggregation
- Goal 1.8: Supplemental Support for Students (Tutors) *Marked as Contributing and must be added to this list
- Goal 2.4: Preventative Healthcare Measures- LVN
- Goal 2.5: Positive Behavior Intervention and Support Program
- Goal 2.5: Supplemental Services- Social-emotional Health
- Goal 2.7: Keep goals in order- this is listed after 2.9 on the list
- Goal 2.9: TIP Officer
- Goal 3.1: Provide Hands on Learning & STEAM Experiences
- Goal 3.2: Professional Learning: CC Standards
- Goal 3.3: Supplemental Materials: STEAM
- Goal 4.2 Communication with Parents and Community
- Goal 4.3: Communication: Spanish and Hmong Speaking Liaisons
- Goal 5.1: Instructional Technology Support
- Goal 5.2: Extended Learning
- Goal 5.3: Real-life Learning
- Goal 5.4: Dual Immersion Program
- Goal 6.2: Professional Development: ELD
- Goal 6.3: Supplemental Curriculum and Supplies: ELD

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Orange Center School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$1,099,490.00 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 39.78%. Our LEA has demonstrated that it has met the 39.78% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,474,802.38	\$247,464.00		\$499,515.66	\$4,221,782.04

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,915,103.58	\$1,306,678.46

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Employ and retain highly qualified staff	\$1,569,871.00				\$1,569,871.00
1	2	English Foster Youth	New Teacher(s) Support	\$24,000.00				\$24,000.00
1	3	English Foster Youth Low Income	Professional Development: Best Practices	\$44,389.00			\$1,615.00	\$46,004.00
1	4	English Foster Youth Low Income	Intervention Program ELA/Math	\$42,000.00			\$9,403.00	\$51,403.00
1	5	Students with Disabilities students who may qualify or who qualify for SPED Services	Special Education Services	\$28,000.00	\$199,453.00		\$109,120.00	\$336,573.00
1	6	English Foster Youth Low Income	Data Analysis and Disaggregation	\$10,000.00				\$10,000.00
1	7	English Foster Youth Low Income	Curriculum Mapping				\$10,000.00	\$10,000.00
1	8	English Foster Youth Low Income	Supplemental Support for Students (Tutors)				\$72,000.00	\$72,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Foster Youth Low Income	Transportation - Intervention Program/ Expanded Learning	\$76,555.00				\$76,555.00
2	1	All	Home to School Transportation	\$252,915.00			\$23,000.00	\$275,915.00
2	2	All	Maintenance/Repair to School Facility	\$492,567.00				\$492,567.00
2	3	All	Parent Involvement Opportunities	\$1,000.00				\$1,000.00
2	4	English Foster Youth Low Income	Preventative Healthcare Measures- LVN	\$90,087.00				\$90,087.00
2	5	English Foster Youth Low Income	Positive Behavior Intervention and Support Program	\$28,500.00				\$28,500.00
2	6	English Foster Youth	Supplemental Services- Socio-emotional Health	\$19,000.00				\$19,000.00
2	7	English Foster Youth Low Income	SEL Curriculum	\$17,152.00			\$2,848.62	\$20,000.62
2	8	All	California Healthy Youth Act Course	\$3,900.00				\$3,900.00
2	9	English Foster Youth Low Income	TIP Officer				\$15,000.00	\$15,000.00
3	1	English Foster Youth Low Income	Provide Hands on Learning & STEAM Experiences	\$64,027.00	\$6,105.00			\$70,132.00
3	2	English Foster Youth Low Income	Professional Learning: CC Standards	\$21,120.00			\$1,956.00	\$23,076.00
3	3	English Foster Youth Low Income	Supplemental Materials: STEAM	\$100,276.00	\$26,662.00		\$1,163.00	\$128,101.00
3	4	All	State Adopted Curriculum	\$45,000.00				\$45,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	English Foster Youth Low Income	Parent Engagement Activities	\$36,432.66			\$44,913.73	\$81,346.39
4	2	English Foster Youth Low Income	Communication with Parents and Community	\$2,379.46				\$2,379.46
4	3	English Foster Youth Low Income	Communication:Spanish and Hmong Speaking Liaisons	\$49,948.90			\$27,183.91	\$77,132.81
5	1	English Foster Youth Low Income	Instructional Technology Support	\$148,259.36				\$148,259.36
5	2	English Foster Youth Low Income	Extended Learning	\$50,867.00			\$22,436.45	\$73,303.45
5	3	English Foster Youth Low Income	Real-Life Learning	\$101,983.00	\$15,244.00		\$10,492.00	\$127,719.00
5	4	English Foster Youth Low Income	Dual Immersion Program	\$25,057.00			\$4,618.00	\$29,675.00
6	1	English Foster Youth Low Income	English Learner Coordinator and Instructional Aide(s)	\$129,516.00			\$137,151.00	\$266,667.00
6	2	English Foster Youth Low Income	Professional Development: ELD				\$1,614.95	\$1,614.95
6	3	English Foster Youth Low Income	Supplemental Curriculum and Supplies: ELD				\$5,000.00	\$5,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,081,549.38	\$1,496,956.04
LEA-wide Total:	\$991,462.38	\$1,406,869.04
Limited Total:	\$76,555.00	\$76,555.00
Schoolwide Total:	\$166,642.00	\$166,642.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	New Teacher(s) Support	LEA-wide	English Learners Foster Youth	All Schools	\$24,000.00	\$24,000.00
1	3	Professional Development: Best Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,389.00	\$46,004.00
1	4	Intervention Program ELA/Math	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,000.00	\$51,403.00
1	6	Data Analysis and Disaggregation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
1	7	Curriculum Mapping	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00
1	8	Supplemental Support for Students (Tutors)	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$72,000.00
1	9	Transportation - Intervention Program/ Expanded Learning	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$76,555.00	\$76,555.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Preventative Healthcare Measures- LVN	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$90,087.00	\$90,087.00
2	5	Positive Behavior Intervention and Support Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,500.00	\$28,500.00
2	6	Supplemental Services- Socio-emotional Health	LEA-wide	English Learners Foster Youth	All Schools	\$19,000.00	\$19,000.00
2	7	SEL Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,152.00	\$20,000.62
2	9	TIP Officer	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$15,000.00
3	1	Provide Hands on Learning & STEAM Experiences	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,027.00	\$70,132.00
3	2	Professional Learning: CC Standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,120.00	\$23,076.00
3	3	Supplemental Materials: STEAM	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,276.00	\$128,101.00
4	1	Parent Engagement Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,432.66	\$81,346.39
4	2	Communication with Parents and Community	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,379.46	\$2,379.46
4	3	Communication: Spanish and Hmong Speaking Liaisons	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,948.90	\$77,132.81

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	1	Instructional Technology Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$148,259.36	\$148,259.36
5	2	Extended Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,867.00	\$73,303.45
5	3	Real-Life Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,983.00	\$127,719.00
5	4	Dual Immersion Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,057.00	\$29,675.00
6	1	English Learner Coordinator and Instructional Aide(s)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$129,516.00	\$266,667.00
6	2	Professional Development: ELD	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,614.95
6	3	Supplemental Curriculum and Supplies: ELD	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$5,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.