

§ 15497.5. Local Control and Accountability Plan and Annual Update.

Introduction:

LEA: Orange Center School District Contact: Camilla Sutherland, Superintendent LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52055(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The Superintendent developed materials for presentations to stakeholders that contained: 1) a clear description of what LCFF and what the LCAP plan process would entail, 2) data related to the eight state priorities as a point of reference for all stakeholder groups, 3) the district’s current mission and vision. All of this information was compiled prior to key presentations in which input was solicited from each stakeholder group. Data regarding student attendance, discipline and suspension data and assessment data was shared using the student information system as well as state mandated CELDT test data, Accelerated Reader and DIBELS data was also used in presentations to stakeholders.</p> <p>Presentations and corresponding materials were presented to the following groups:</p> <ul style="list-style-type: none"> • Teachers: PL meetings held to review the LCAP on 8/25, 3/23, 5/11 • Orange Center CTA, teachers, classified and management/confidential staff meetings held to review LCAP on 8/25, 3/23/ and 5/11 • Staff: Staff meeting held 5/11. 	<p>Stakeholder feedback indicated continued support for technology for the classroom, additional reading support and increased support for parents to help their own students with academic progress. All of these points of feedback are reflected in the plan.</p>

<ul style="list-style-type: none"> • Parents: 10/29, 1/28, 2/25,3/26,4/16 • Student Council Officers and class representatives meetings held to review LCAP on 9/25, 3/18 and 5/14 • English Learner Advisory Committee:12/4, 1/5/15, 2/5/15, 4/9/15,, 5/7/15 • District English Learner Advisory Committee: 12/4/14, 1/5/15, 2/5/15, 4/9/15, 5/7/15. • School Site Council:1/6/15, 2/24/15, 3/24/15, 4/28/15, 5/19/15. • Migrant: 9/4/14, 10/2/14, 12/4/14, 2/5/15, 3/5/15, 4/9/15, 5/7/15 • DAC: 10/28/14, 5/14/15. • Presented for public hearing 6/9/15. • Approved by OC Board of Trustees 6/29/15. <p>At each presentation of information input was collected regarding LCAP goals. Meetings were announced using mobile application. The meetings were held at varying times throughout the day and evening to provide opportunity for maximum participation. The final draft was created and based on stakeholder feedback. The draft was posted on the district website for public comment. All stakeholder input was considered and the final draft was created and presented to the governing board.</p>	
<p>Annual Update: Under new leadership this year the district has increased efforts to reach out to stakeholders especially parents. This year’s process allowed for more complete data to be shared with stakeholders as well as greater opportunity to be involved in the input process. Metrics and their targets were clearly identified and shared with each stakeholder group.</p>	<p>Annual Update: The input focused on ways to increase parent involvement in the educational process this year. The new efforts of the district to increase parental involvement are reflected in new initiatives under the parent engagement section.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal.

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and /or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data, used to identify the need(s).

Schools: Identify the schools sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

GOAL: Increase student achievement of all students and sub groups.

Related State and/or Local Priorities:

1__x__ 2__x__ 3__ 4__x__ 5__ 6__ 7__ 8__

COE only: 9__ 10__
Local : Specify _____

Identified Need :	Statewide assessments for ELA, Math and ELD indicate low performance by all students and subgroups. There are no Needs or Metrics for A-G, CTE, AP Exams, EAP, High School dropout, or graduation, because we are a K-8 single school district.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	For all students and all sub groups: The site and district will meet the API growth target established by the state. Proficiency rates in English Language Arts and Mathematics on State Assessments will increase by 1%. Annual Measurable Achievement Objectives for English Learners set by the state will be met. Reclassification of English Language Learners will increase by 1%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
To increase academic achievement a highly qualified staff must be hired and retained.	All Schools	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Certificated Staff costs: \$1,241,980 LCFF Base funds
Provide English Learner intervention support and professional learning around English Learner support for staff.	All Schools and Districtwide	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	English Learner Coordinator Position \$120,000 LCFF Supplement/Concentration funds

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	For all students and all sub groups: The site and district will meet the API growth target established by the state. Proficiency rates in English Language Arts and Mathematics on State Assessments will increase by 1%. Annual Measurable Achievement Objectives for English Learners set by the state will be met. Reclassification of English Language Learners will increase by 1%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

To increase academic achievement a highly qualified staff must be hired and retained.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Staff costs: \$1,303,772 LCFF Base funds
Provide English Learner intervention support and professional learning around English Learner support for staff.	All Schools and Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	English Learner Coordinator Position \$86,930 LCFF Supplement/Concentration funds

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	For all students and all sub groups: The site and district will meet the API growth target established by the state. Proficiency rates in English Language Arts and Mathematics on State Assessments will increase by 1%. Annual Measurable Achievement Objectives for English Learners set by the state will be met. Reclassification of English Language Learners will increase by 1%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
To increase academic achievement a highly qualified staff must be hired and retained.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Staff costs: \$1,342,885 LCFF Base funds
Provide English Learner intervention support and professional learning around English Learner support for staff.	All Schools and Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	English Learner Coordinator Position \$89,538 LCFF Supplement/Concentration funds

GOAL:	Students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to	Related State and/or Local Priorities:
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engage, learn and reach their full potential.

1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__
 8__
 COE only: 9__ 10__
 Local : Specify _____

Identified Need :	County Williams visits point out a need to continue to update and maintain facilities. Discipline data indicates a need for a positive intervention approach.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	For all students and all sub groups: Decrease suspension rates by 1%. Maintain expulsion rates below .1%.Increase attendance rates by .5%. Decrease chronic absenteeism by 1%. Increase positive responses on parent/student school climate survey by 1%. Maintain middle school dropout rates below 1%. Maintain facilities in good repair as measured by the facilities inspection tool (FIT).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
To ensure student engagement in a rural school home to school transportation is required.	All Schools	<input checked="" type="checkbox"/> _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Transportation costs: \$144,186 LCFF Base funds
To provide a safe environment facilities and grounds must be well maintained.	All Schools	<input checked="" type="checkbox"/> _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Maintenance and Operations costs: \$364,760 LCFF Base funds

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	For all students and all sub groups: Decrease suspension rates by 1%. Maintain expulsion rates below .1%.Increase attendance rates by .5%. Decrease chronic absenteeism by 1%. Increase positive responses on parent/student school climate survey by 1%. Maintain middle school dropout rates below 1%. Maintain facilities in good repair as measured by the facilities inspection tool (FIT).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

To ensure student engagement in a rural school home to school transportation is required.	All Schools	<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Transportation costs: \$148,512 LCFF Base funds
To provide a safe environment facilities and grounds must be well maintained.	All Schools	<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Maintenance and Operations costs: \$375,703 LCFF Base funds

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	For all students and all sub groups: Decrease suspension rates by 1%. Maintain expulsion rates below .1%. Increase attendance rates by .5%. Decrease chronic absenteeism by 1%. Increase positive responses on parent/student school climate survey by 1%. Maintain middle school dropout rates below .1%. Maintain facilities in good repair as measured by the facilities inspection tool (FIT).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
To ensure student engagement in a rural school home to school transportation is required.	All Schools	<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Transportation costs: \$152,967 LCFF Base funds
To provide a safe environment facilities and grounds must be well maintained.	All Schools	<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Maintenance and Operations costs: \$386,974 LCFF Base funds

GOAL:	Every student will receive rigorous, research based instruction aligned to Common Core State Standards delivered by highly qualified personnel. All English Learners will receive English Language Development (ELD) aligned to the new ELD standards and be given access to Common Core State Standards.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Staffing lists shows a 100% highly qualified staff. Classroom walkthroughs indicate a need for professional learning around common core standards.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Maintain a 100% Highly Qualified Teaching Staff. All students will have access to standards aligned curriculum in all core content areas. Establish a baseline on classroom walk through form to measure state standards implementation.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
To implement new standards and offer a rigorous broad course of study requires instructional materials and supplies.	All Schools	<input checked="" type="checkbox"/> ALL	Instructional materials and supplies costs: \$66,000 LCFF Base funds
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
To implement new standards to meet the needs of targeted students staff needs professional learning opportunities to develop new instructional strategies and supplemental instructional materials	All Schools & Districtwide	<input type="checkbox"/> ALL	Professional Development costs: \$180,000 LCFF Supplement/Concentration funds Supplemental Instructional Materials \$ 140,490 LCFF Supplemental/Concentration Funds
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Maintain a 100% Highly Qualified Teaching Staff. All students will have access to standards aligned curriculum in all core content areas. Show a 1% increase in common core implementation as measured by the classroom walk through form.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
To implement new standards and offer a rigorous broad course of study requires instructional materials and supplies.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Instructional materials and supplies costs: \$60,783 LCFF Base funds
To implement new standards to meet the needs of targeted students staff needs professional learning opportunities to develop new instructional strategies and supplemental instructional materials	All Schools & Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional Development costs: \$ 120,000 LCFF Supplement/Concentration funds Supplemental Instructional Materials \$57,186 LCFF Supplemental/Concentration Funds

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Maintain a 100% Highly Qualified Teaching Staff. All students will have access to standards aligned curriculum in all core content areas. Show a 1% increase in common core implementation as measured by the classroom walk through form.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
To implement new standards and offer a rigorous broad course of study requires instructional materials and supplies.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Instructional materials and supplies costs: \$71,303 LCFF Base funds
To implement new standards to meet the needs of targeted	All Schools	<input type="checkbox"/> ALL	Professional

<p>students staff needs professional learning opportunities to develop new instructional strategies and supplemental instructional materials</p>	<p>Districtwide</p>	<p>OR: <input checked="" type="checkbox"/>_X_Low Income pupils <input checked="" type="checkbox"/>_X_English Learners <input checked="" type="checkbox"/>_X_Foster Youth <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>Development costs: \$ 130,000 LCFF Supplement/Concentration funds</p> <p>Supplemental Instructional Materials \$62,274 LCFF Supplemental/Concentration Funds</p>
<p>GOAL:</p>	<p>Parents, family and community stakeholders will become more fully engaged as partners in the education of their students.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3_X_ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Lack of parent involvement data shows the need of developing a better monitoring system to gauge parent participation.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	
<p>Applicable Pupil Subgroups:</p>	<p>All</p>		
<p>LCAP Year 1: 2015-16</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Show a 1% increase in parent participation at advisory meetings and curriculum nights.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Administration and support staff will increase steps to implement new standards, support positive behavioral interventions and involve parents in the educational process.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/>_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Administration and support staff costs: \$373,100 LCFF Base funds Parenting workshops; PBIS training/ materials: \$5500 Materials for parent involvement: \$7,500 LCFF Base funds</p>
<p>To increase parental involvement parental involvement sessions will be provided to parents on academic and attendance issues.</p>	<p>All Schools & Districtwide</p>	<p><input checked="" type="checkbox"/>_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Special Needs Students_____</p>	<p>Administration and support staff costs: \$3500 LCFF Base Funds Materials for parent training: \$1500 LCFF Base funds</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Show a 1% increase in parent participation at advisory meetings and curriculum nights.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Administration and support staff will increase steps to implement new standards, support positive behavioral interventions and involve parents in the educational process.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/>_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Administration and support staff costs: \$384,293 LCFF Base funds Parenting workshops; PBIS training/ materials: \$5500 Materials for parent involvement: \$7,500 LCFF Base funds</p>
<p>To increase parental involvement parental involvement sessions will be provided to parents on academic and attendance issues.</p>	<p>All Schools & Districtwide</p>	<p><input checked="" type="checkbox"/>_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Special Needs Students_____</p>	<p>Administration and support staff costs: \$3500 LCFF Base Funds Materials for parent training: \$1500 LCFF Base funds</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Show a 1% increase in parent participation at advisory meetings and curriculum nights.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Administration and support staff will increase steps to implement new standards, support positive behavioral interventions and involve parents in the educational process.</p>	<p>All Schools & Districtwide</p>	<p><input checked="" type="checkbox"/>_X_ALL OR: <input type="checkbox"/>_ Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_Special Needs Students_____</p>	<p>Administration and support staff costs: \$395,822 LCFF Base funds Parenting workshops; PBIS training/ materials: \$7500</p>
<p>To increase parental involvement parental involvement sessions will be provided to parents on academic and attendance issues.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/>_X_ALL OR: <input type="checkbox"/>_ Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>Administration and support staff costs: \$3500 LCFF Base Funds Materials for parent involvement: \$9,293 LCFF Base funds</p>

<p>GOAL:</p>	<p>Every student will be promoted with 21st Century skills and a broad course of study prepared for high school success.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____</p>
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Identified Need : Lack of data on course offerings and non-core course performance indicates a need to address this area.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Establish targets for increasing course offerings.
 Establish targets for all courses not measured by state wide assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Providing students a 21 st century learning experience requires technology purchases and technical support. Provide HQT with technology experience. Purchase chrome carts annually for classroom use.	All Schools & Districtwide	__ALL OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Technology staff costs: \$120,450 LCFF Supplement/Concentration funds Technology Purchases: \$70,000 LCFF Supplement/Concentration funds
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Meet target for increased course offerings. Meet targets for all courses not measured by state wide assessments
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Providing students a 21 st century learning experience requires technology purchases and technical support. Provide HQT with technology experience. Purchase chrome carts annually for classroom use.	All Schools & Districtwide	__ALL OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____ OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Technology staff costs: \$101,412 LCFF Supplement/Concentration funds Technology Purchases: \$45,000 LCFF Supplement/Concentration funds

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Meet target for increased course offerings. Meet targets for all courses not measured by state wide assessments
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Providing students a 21 st century learning experience requires	All Schools	__ALL	Technology staff

technology purchases and technical support.
Provide HQT with technology experience.
Purchase chrome carts annually for classroom use.

&
Districtwide

OR:
_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English proficient
_Other Subgroups:(Specify)_____

costs:
\$102,471 LCFF
Supplement/Con
centration funds

Technology
Purchases:
\$50,425 LCFF
Supplement/Con
centration funds

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Increase student achievement of all students and sub groups.	Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	

Applicable Pupil Subgroups:		All	
Expected Annual Measurable Outcomes:	<p>For all students and all sub groups: Baseline data will be established for API. Baseline data will be established for proficiency rates in English Language Arts and Mathematics on State Assessments. Annual Measurable Achievement Objectives for English Learners set by the state will be met. Reclassification of English Language Learners will increase by 1%.</p>	Actual Annual Measurable Outcomes:	<p>The state has not released an API or proficiency levels of state assessments in ELA or Math. The district has no benchmark assessments in use. For 14-15 Curriculum embedded assessments in English Language Arts indicate 45% of all students are at proficiency, 32% of English Learners are at proficiency, 57% of Asian students are at proficiency, 47% of Hispanic students are at proficiency, 47% of Low Income students are at proficiency and 29% of Special Needs students are at proficiency. For 14-15 Curriculum embedded assessments in Mathematics indicate 54% of all students are at proficiency, 48% of English Learners are at proficiency, 59% of Asian students are at proficiency, 57% of Hispanic students are at proficiency, 55% of Low Income students are at proficiency and 40% of Special Needs students are at proficiency. For 13-14 the % of EL students meeting one level of growth is 56.4 target was 59. For 13-14 the % of EL students meeting English proficiency less than 5 years here 25.3 target was 22.8. For 13-14 the % of EL students meeting English proficiency here 5 years or more 31.5 target 49. For 13-14 the EL reclassification rate was 3.7% a decrease of 11.7%.</p>
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
To increase academic achievement a highly qualified staff must be hired and retained.	Certificated Staff costs: \$982,655 LCFF Base funds	A highly qualified staff was retained	Certificated Staff costs: \$910,655 LCFF Base funds
Scope of service:	All Schools	Scope of service:	All Schools

<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide reading intervention support and professional learning for staff.		Reading Specialist Position \$90,250 LCFF Supplement/Concentration funds	A qualified specialist was not found.		Certificated Staff costs: \$0
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input type="checkbox"/> _ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> _ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Due to extreme and unforeseen circumstances in Orange Center School District, the newly appointed administration could not find a suitable candidate to fill the Reading Specialist position. The large EL population was identified by the new administration as needing immediate help and an EL coordinator was hired to provide services and coordinate programs for the English Learners using funds originally set aside for the Reading Specialist Position.			

Original GOAL from prior year LCAP:	Students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

<p>Expected Annual Measurable Outcomes:</p>	<p>For all students and all sub groups: Decrease suspension rates by 1% Decrease expulsion rates by 1% Increase attendance rates by 1% Establish Base Line data on chronic absenteeism. Establish base line data on parent/student school climate survey. Establish baseline data on middle school dropout rates. Maintain facilities in good repair as measured by the facilities inspection tool (FIT).</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Suspension Rates for 2013-14 for all students was 5.4%; Hispanics 5.6%; English Learners 5.7%; Low Income 5.4%; Students with Disabilities 3.9%; Asian 4.3%. All subgroups showed at least a 1% drop in suspension rates from the 2012-13 school year. Expulsion Rates for 2013-14 for all students was 0%; Hispanics 0%; English Learners 0%;Low Income 0%; Students with Disabilities 0%; Asian 0% Attendance Rates for 2013-14 for all students was 93.4%; Hispanics 92.6%; English Learners 91.9%;Low Income 93%; Students with Disabilities 94.5%; Asian 94.7% Middle School Dropout Rates for 2013-14 for all students was 0%; Hispanics 0%; English Learners 0%;Low Income 0%; Students with Disabilities 0%; Asian 0% Chronic Absenteeism Rates for 2013-14 for all students was 2.4%; Hispanics 2.7%; English Learners 3.1%;Low Income 2.4%; Students with Disabilities 0%; Asian 0% The parent/student climate survey returned a 67% positive response for those who returned a completed survey. All facilities were in good repair as measured by the FIT tool.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
To ensure student engagement in a rural school home to school transportation is required.	Transportation costs: \$114,370 LCFF Base funds	Home to school transportation was provided to families and students as identified in board policy.	Transportation costs: \$134,654 LCFF Base funds
Scope of service:	All Schools	Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

To provide a safe environment facilities and grounds must be well maintained.		Maintenance and Operations costs: \$455,650 LCFF Base funds	Facilities and grounds are being well maintained.		Maintenance and Operations costs: \$289,937 LCFF Base funds
Scope of service:	All Schools		Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		An adjustment was made to metric targets in the plan to reflect more realistic targets for suspensions, attendance, dropout rates, expulsions and chronic absenteeism. An adjustment was made to provide for Implementation of the PBIS program started this year. A large adjustment was needed to handle the cost of replacing the bus that was involved in an accident in 2014. Reduction in facilities expenditures is due to the anticipated staff increase was not necessary and the cost of anticipated repairs were less than original budgeted amount.			

Original GOAL from prior year LCAP:	Every student will receive rigorous, research based instruction aligned to Common Core State Standards delivered by highly qualified personnel. All English Learners will receive English Language Development (ELD) aligned to the new ELD standards and be given access to Common Core State Standards.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Maintain a 100% Highly Qualified Teaching Staff. All students will have access to standards aligned curriculum in all core content areas. Develop a classroom walk through form to monitor common core implementation.	Actual Annual Measurable Outcomes: All staff are Highly Qualified. All students have access to standards aligned curriculum. A classroom walk through form was developed and is being used to monitor common core implementation.
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services

		Budgeted Expenditures		Estimated Actual Annual Expenditures
To implement new standards and offer a rigorous broad course of study requires instructional materials and supplies.		Instructional materials and supplies costs: \$42,395 LCFF Base funds	Instructional materials and supplies were purchased to implement Common Core State Standards.	Instructional materials and supplies costs: \$81,025 LCFF Base funds
Scope of service:	All Schools		Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
To implement new standards and to meet the needs of targeted students, staff needs professional learning opportunities to develop new instructional strategies and supplemental instructional materials.		Professional Development costs: \$125,000 LCFF Supplement/Concentration funds Supplemental Instructional Materials \$20,000 LCFF Supplemental/Concentration Funds	Professional learning opportunities to develop new instructional strategies were provided to staff and supplemental instructional materials were purchased.	Professional Development costs: \$125,000 LCFF Supplement/Concentration funds Supplemental Instructional Materials \$20,000 LCFF Supplemental/Concentration Funds
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Services will be adjusted to provide deeper Professional Learning in Common Core State Standards in literacy and technology. Increased use of data from student learning will be implemented from walkthrough forms and coaching provided to staff.

Original GOAL from prior year LCAP:	Parents, family and community stakeholders will become more fully engaged as partners in the education of their students.	Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Develop baseline data on parent participation as measured by parent attendance at School Site Council, English Learner Advisory Council and curriculum nights.	Actual Annual Measurable Outcomes: 208 Parents attended identified meetings in the 2014-15 school year.
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures

Administration and support staff are required to implement new standards, support positive behavioral interventions and involve parents in the educational process.		Administration and support staff costs: \$425,750 LCFF Base funds Materials for parent involvement: \$6,500 LCFF Base funds	Administration and support staff supported the implementation of new standards, positive behavioral interventions and involved parents in the educational process.	Administration and support staff costs: \$214,957 LCFF Base funds Materials for parent involvement: \$3000 LCFF Base funds
Scope of service:	All schools		Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:			Scope of service:	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For parent meetings, schedule times in the evenings and provide child care and nourishment for attendees. The estimated budget for administration and support staff was lower than originally budgeted by \$210,713 due to decrease in staff needed for services.</p>
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<p>Original GOAL from prior year LCAP:</p>	<p>Every student will graduate with 21st Century skills and a broad course of study prepared for high school success.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____</p>
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<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
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<p>Expected Annual Measurable Outcomes:</p>	<p>Baseline data will be established on course offerings as measured by analysis of teacher class schedules. Identify curriculum embedded assessments to measure student progress in subject matter not assessed by state wide assessments.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>All teacher schedules reflect a broad course of study that includes; Language Arts, Mathematics, Science, Social Science, Physical Education and Arts Education. In addition English Learners receive additional English Language Development support. Curriculum embedded assessments have been identified by staff in Social Science to measure future student progress.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Providing students a 21st century learning experience requires technology purchases and technical support.</p>	<p>Technology staff costs: \$98,836 LCFF Supplement/Concentration funds Technology Purchases: \$20,000 LCFF Supplement/Concentration funds</p>	<p>Technical staff was hired to maintain network and provide technology support to staff. Technology upgrades were purchased.</p>	<p>Technology staff costs: \$117,000 LCFF Supplement/Concentration funds Technology Purchases: \$40,000 LCFF Supplement/Concentration funds</p>

Scope of service:	All School & Districtwide		Scope of service:	All School & Districtwide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Needs</u> Students _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ Students _____		
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		For increased course offerings, a student survey will be provided to students to assist administration to improve student connectivity with courses to prepare for high school success. Estimated budget for staff and technology purchases budgeted for actual district needs in the 2015-2016 fiscal year.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$637,290_____
The details of these expenditures are itemized in section 2 of this plan and include an English Learner Coordinator, professional development, technology upgrades and supplemental materials to better serve our targeted student population. Since our unduplicated student population count is 94.65% and we are a one school district all of these actions and services are being performed on a districtwide basis. All actions and expenditures of Supplemental and Concentration funds were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. Given that almost 100% of are student population is in the unduplicated category the most efficient delivery of services is a districtwide implementation.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met

using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

29.65	%
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Using the calculation tool provided by the state Orange Center Elementary School District (OCE) has calculated that it will receive \$637,290 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition using the same calculation tool the proportionality percentage has been calculated at 29.65%. OCESD has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as detailed in this plan in section 2.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8-22-14 [California Department of Education]