

**Introduction:**

**LEA:** Orange Center School District    **Contact:** Terry M. Hirschfield, Superintendent, [thirschfield@orangecenter.org](mailto:thirschfield@orangecenter.org) 559-237-4037

**LCAP Year:** 2016-2017

***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:**

**Community:** Orange Center posted the LCAP on the school website inviting public comment on June 10, 2016. Orange Center Teachers' Association was invited to provide input during an LCAP meeting for OCTA on Monday, May 16 2016. Fliers announcing public hearing were posted in the community on May 31, 2016. Public hearing was held on June 13, 2016.

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, 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 52066(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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<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"> <li>• Teachers: PL meetings held to review the LCAP on 8/13, 4/04</li> <li>• Orange Center CTA, teachers, classified and management/classified/confidential staff meetings held to review LCAP on 5/16, 4/4, 4/12, 4/14, and 4/26</li> <li>• Staff: Staff meeting held 8/13, 4/4.</li> <li>• Parents: 9/15, 10/13, 3/8, 4/5</li> <li>• Student Council Officers and class representative meetings held to review LCAP on 7/1 and 6/6</li> <li>• English Learner Advisory Committee: 10/22, 11/12/15, 2/11/15, 3/10, 4/4/16,5/12/16</li> <li>• District English Learner Advisory Committee: 10/22, 11/12/15, 2/11/15, 3/10, 4/4/16,5/12/16</li> <li>• School Site Council: 10/22, 11/12/15, 2/11/15, 3/10, 4/4/16,5/12/16</li> <li>• Migrant: 10/22, 11/12/15, 2/11/15, 3/10, 4/4/16,5/12/16</li> <li>• Presented to classified/certificated/confidential staff for review and comments 6/8/2016</li> <li>• Public hearing 6/8/2016 comments period 6/8/2016 -6/28/2810</li> </ul>	<p>Stakeholder feedback indicated: continued support for technology for the classroom, updated curriculum, programs for advanced learners, increased numbers of extracurricular activities, field trips, improved facilities, additional training in the area of reading support and increased support for parents to help their own students with academic progress. All of these points of feedback are reflected in the plan.</p> <p>Newly addressed areas:</p> <p>Goal 1.</p> <ul style="list-style-type: none"> <li>• Professional Development for teachers with a Focus on student engagement, the foundations of reading and writing.</li> <li>• Instructional Aides will work specifically with EL students TK-3 and will receive training in order to provide focused support for targeted students. Additional Aide will be added to staff.</li> </ul> <p>Goal 2.</p> <ul style="list-style-type: none"> <li>• LVN will be hired to assist in increasing education in the area of preventative care to parents and in working with students to increase support in health and social emotional issues if needed.</li> <li>• Funding has been allocated to provide motivational speakers, rallies and hire an activities director</li> </ul>

<ul style="list-style-type: none"> <li>resented to DAC, DELAC, SSC Reviewed Draft LCAP for Comments 06/16/2016</li> <li>Approved by OC Board of Trustees 6/29/16.</li> </ul> <p>A presentation of information and input was collected regarding LCAP goals. Meetings were announced using flyers, our district website calendar, a new mobile application, a voice messaging system, and text messaging system. 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.</p> <p>All stakeholder input was considered and the final draft was created and presented to the governing board.</p>	<p>(stipend).</p> <ul style="list-style-type: none"> <li>Facilities will be improved: AC in Cafeteria Auditorium.</li> </ul> <p>Goal 3.</p> <ul style="list-style-type: none"> <li>VAPA professional learning provided to teachers</li> <li>VAPA opportunities will be provided to students</li> <li>Funding for GATE program</li> <li>Funding for an Activities Director Stipend.</li> </ul> <p>Goal 4.</p> <ul style="list-style-type: none"> <li>Plans to incorporate a parent involvement team that will provide parent activities and trainings have been added.</li> <li>The need for a Hmong Liaison/Instructional Aide was indicated and has been added.</li> </ul> <p>Goal 5.</p> <ul style="list-style-type: none"> <li>Inclusion of 1:1 technology devices for students plan has been added.</li> <li>Funding for STEM, Common Core and Career Tech ED related Field Trips has been added.</li> <li>Funding to support the creation of maker spaces for TK-8 students has been allocated.</li> </ul>
<p><b>Annual Update:</b> The district has increased efforts to reach out to all stakeholders. This year’s process allowed for data to be shared with stakeholders as well as greater opportunity to be involved in the input process.</p>	<p><b>Annual Update:</b> The input focused on ways to increase student achievement and parent and stakeholder involvement in the educational process this year. The new efforts of the district to increase the student achievement and increase stakeholder involvement are reflected in initiatives under the student achievement and parent engagement section.</p>

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**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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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 school 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).

**Actions/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 schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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?

<b>GOAL:</b>	1. Increase student achievement of all students and sub groups	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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<b>Identified Need :</b>	Statewide assessments for ELA, Math and ELD indicate low performance by all students and subgroups. There are no Needs or Metrics for A-G, CTE, AP Exams, EAP, High School dropout, or graduation, because we are a K-8 single school district and as API has been suspended.
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<b>Goal Applies to:</b>	<b>Schools:</b> All	<b>Applicable Pupil Subgroups:</b> All
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**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	For all students and all sub groups: The site and district will meet the growth target established by the state. Students' progress toward meeting or exceeding goals in English Language Arts and Mathematics on State Assessments will increase by 5%. Annual Measurable Achievement Objectives for English Learners set by the state will be met. Reclassification of English Language Learners will increase by 5%. SBAC Data indicates: 13% of students grades 3-8 in 2014-2015 testing period were meeting benchmark or above in ELA and 8% were meeting benchmark or above benchmark in Math.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. 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: \$1,344,269 LCFF Base funds
B. To increase the number of English Learner students who are reclassified the District will provide English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students. These services will be principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population.	District wide	<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 /instructional aides/ Professional Learning \$125,000 LCFF Supplement/Concentration funds
C. Professional Development will be provided to TK-8 <sup>th</sup>	District wide	<input type="checkbox"/> ALL	\$25,000 LCFF

<p>grade teachers in the area of teaching students the foundations of reading through California Reading and Literature Project, University California, Fresno in addition to student engagement/cooperative learning strategies training (Kagan). These services will be principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district's goal for the unduplicated student population.</p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Supplement/Concentration funds</p>
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**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>For all students and all sub groups: The site and district will meet the growth target established by the state. Students' progress toward meeting or exceeding goals in English Language Arts and Mathematics on State Assessments will increase by 5%. Annual Measurable Achievement Objectives for English Learners set by the state will be met. Reclassification of English Language Learners will increase by 5%.</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>A. To increase academic achievement a highly qualified staff must be hired and retained.</p>	<p>All Schools</p>	<p><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) _____</p>	<p>Certificated Staff costs: \$1,411,482 LCFF Base funds</p>
<p>B. To increase the number of English Learner students who are reclassified the District will provide English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students. These services will be principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population.</p>	<p>District wide</p>	<p><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) _____</p>	<p>English Learner Coordinator Position \$130,000 LCFF Supplement/Concentration funds</p>
<p>C. Continued Professional Development will be provided to TK-8<sup>th</sup> grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History. These services will be principally directed toward teachers who serve</p>	<p>District wide</p>	<p><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) _____</p>	<p>\$5,000 LCFF Supplement/Concentration funds</p>

the unduplicated student population and are effective in meeting this district goal for the unduplicated student population.

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:** For all students and all sub groups: The site and district will meet the growth target established by the state. Students' progress toward meeting or exceeding goals in English Language Arts and Mathematics on State Assessments will increase by 5%. Annual Measurable Achievement Objectives for English Learners set by the state will be met. Reclassification of English Language Learners will increase by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. 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: \$1,482,056 LCFF Base funds
B. To increase the number of English Learner students who are reclassified the District will provide English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students. These services will be principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population.	District wide	<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 \$135,000 LCFF Supplement/Concentration funds
C. Continued Professional Development will be provided to TK-8 <sup>th</sup> 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.	District wide	<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) _____	\$5,000 LCFF Supplement/Concentration funds

<b>GOAL:</b>	2. Students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>
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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: 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).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. To ensure student engagement in a rural school home to school transportation is required.	All Schools	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Transportation costs: \$160,216 LCFF Base funds
B. To provide a safe and comfortable learning and collaboration environment facilities and grounds must be well maintained.	All Schools	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Maintenance and Operations costs: \$364,028 LCFF Base funds
C. District will provide central heating and air in the Auditorium/Cafeteria in order to provide an appropriate environment for activities that will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population, such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA opportunities.	District wide	<u>ALL</u> OR: <u>X</u> _Low Income pupils <u>X</u> _English Learners <u>X</u> _Foster Youth <u>X</u> _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$20,000 LCFF Supplement/Concentration funds

<p>D. District will provide preventative health care measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.</p>	<p>District wide</p>	<p><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)_____</p>	<p>\$32,000 LCFF Supplement/Concentration funds</p>
<p>E. District will provide Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place, Time to Teach behavior program will be continued and will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. District will encourage an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities, banners, motivational speakers, rallies)</p>	<p>District wide</p>	<p><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)_____</p>	<p>\$9,000 LCFF Supplement/Concentration funds</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>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).</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>A. To ensure student engagement in a rural school home to school transportation is required.</p>	<p>All Schools</p>	<p><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)_____</p>	<p>Transportation costs: \$168,227 LCFF Base funds</p>
<p>B. To provide a safe and comfortable learning and</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Maintenance and</p>

<p>collaboration environment facilities and grounds must be well maintained.</p> <p>C. District will provide sound system in the Auditorium/Cafeteria in order to provide an appropriate environment for activities that will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA opportunities.</p>	<p>District wide</p>	<p>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><u>ALL</u>  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)_____</p>	<p>Operations costs:  \$382,229 LCFF Base funds</p> <p>\$20,000 LCFF Supplement/Concentration funds</p>
<p>D. District will provide preventative health care measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.</p>	<p>District wide</p>	<p><u>X ALL</u>  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>\$15,000 LCFF Supplement/Concentration funds</p>
<p>E. District will provide Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place, Time to Teach behavior program will be continued and will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. District will encourage an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities, banners, motivational speakers, rallies)</p>	<p>District wide</p>	<p><u>ALL</u>  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)_____</p>	<p>\$33,600 LCFF Supplement/Concentration funds</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>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).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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English Learners will receive English Language Development (ELD) that is aligned to the current ELD standards.

1  2  3  4  5  6  7   
8

COE only: 9  10

Local : Specify \_\_\_\_\_

Identified Need :	For the 2016-2017 school year staffing lists shows 76% (13/17) teachers who are considered to be 100% properly credentialed teachers with no misalignments and no vacancies. Classroom teacher feedback and student SBAC assessment data indicates a need for continued professional development in rigor, implementation and integration of the common core standards. Implementation of the CCSS will be assured through regular classroom visitations and documentation.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	Maintain a 100% Teaching Staff that possess a deep understanding of the implementation of Common Core Standards and 100% properly credentialed teachers with no misalignments and no vacancies . All students will have access to standards aligned curriculum in all core content areas.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. To implement CC standards and offer a rigorous broad course of study requires supplemental 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: \$35,000 LCFF Base funds
B. In order to continue the implementation and rigor of the Common Core standards, , staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of the Visual and Performing Arts standards increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population..	District wide	<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: \$65,000 LCFF Supplement/Concentration funds
C. In order to continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of mathematics, technology, and	District wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Supplemental Instructional Materials and Professional

<p>the writing process, through FCOE Curriculum and Instruction Department increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.</p>		<p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Development costs \$ 140,490  LCFF  Supplemental/  Concentration Funds</p>
<b>LCAP Year 2: 2017--18</b>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain a 100% Highly Qualified Teaching Staff that possess a deep understanding of the implementation of Common Core Standards. All students will have access to standards aligned curriculum in all core content areas. Implementation of the CCSS will be assured through regular classroom visitations and documentation.</p>		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>A. To implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies.</p>	<p>All Schools</p>	<p><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)_____</p>	<p>Instructional materials and supplies costs: \$40,000 LCFF  Base funds</p>
<p>B. In order to continue the implementation and rigor of the Common Core standards, to meet the needs of targeted students, staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of the Visual and Performing Arts standards increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.</p>	<p>District wide</p>	<p><input type="checkbox"/> ALL  OR:  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)_____</p>	<p>Professional Development costs: \$50,000  LCFF  Supplement/Concentration funds</p>
<p>C. In order to continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of mathematics, technology, and the writing process, through FCOE Curriculum and Instruction Department increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.</p>	<p>District wide</p>	<p><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)_____</p>	<p>Supplemental Instructional Materials \$ 140,490 LCFF  Supplemental/Concentration Funds</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Maintain a 100% Highly Qualified Teaching Staff that possess a deep understanding of the implementation of Common Core Standards. All students will have access to standards aligned curriculum in all core content areas. Implementation of the CCSS will be assured through regular classroom visitations and documentation.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. To implement CC standards and offer a rigorous broad course of study requires supplemental 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: \$45,000 LCFF Base funds
B. In order to continue the implementation and rigor of the Common Core standards, to meet the needs of targeted students, staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of the Visual and Performing Arts standards increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. .	District wide	<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: \$50,000 LCFF Supplement/Concentration funds
C. In order to continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of mathematics, technology, and the writing process, through FCOE Curriculum and Instruction Department increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.	District wide	<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) _____	Supplemental Instructional Materials \$ 140,490 LCFF Supplemental/Concentration Funds

<b>GOAL:</b>	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.	Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	Low numbers of parents who are involved in planning meetings and educational experiences indicate a need for an increase in the numbers of parents who participate in educational activities. Lack of, reliable parent involvement data, indicates the need of developing a monitoring system to gauge parent participation in all offered activities.
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<b>Goal Applies to:</b>	<b>Schools:</b> All
	<b>Applicable Pupil Subgroups:</b> All

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	Show a 1% increase in parent participation at advisory meetings and curriculum nights.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, Education related participation incentives, childcare / educational activities made available during all evening parent meetings.	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) _____	Administration and support staff costs: \$297,384 LCFF Base funds  Parenting workshops; PBIS training/ materials: \$5500 LCFF Base funds  Materials for parent involvement: \$7,500 LCFF Base funds
B. To increase parental involvement parental involvement	All Schools	<input checked="" type="checkbox"/> ALL	Administration

<p>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.</p>		<p>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>and staff costs:  \$15,000  LCFF Base Funds</p> <p>Materials for parent training:  \$1500 LCFF Base funds</p>
<p>C. To increase attendance, parental involvement from specified subgroups of students, the district will provide a Hmong EL instructional aide / translator / parent liaison that will provide instructional assistance to students and outreach and support to indetified subgroups and Hmong speaking parents in regards to school events and student progress ,increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. .</p>	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Administration and support staff costs: \$4,500  LCFF Base Funds</p> <p>Materials for parent training:  \$45,901 LCFF S&amp;C funds</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Show a 1% increase in parent participation at advisory meetings and curriculum nights.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, Education related participation incentives, childcare / educational activities made available during all evening parent meetings.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>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: \$312,253  LCFF Base funds</p> <p>Parenting workshops; PBIS training/  materials: \$5500  LCFF Base funds</p> <p>Materials for parent involvement:</p>

			\$7,500 LCFF Base funds
b. To increase parental involvement parental involvement sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population..	All Schools	<input checked="" type="checkbox"/> ALL	Administration and staff costs: \$15,000 LCFF Base Funds  Materials for parent training: \$1500 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)_____	
c. To increase attendance, parental involvement from specified subgroups of students, the district will provide a Hmong EL instructional aide / translator / parent liaison that will provide instructional assistance to students and outreach and support to indentified subgroups and Hmong speaking parents in regards to school events and student progress. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.	All Schools & District wide	<input type="checkbox"/> ALL	Administration and support staff costs: \$3500 LCFF Base Funds Materials for parent training: \$46,000 LCFF S&C funds
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Show a 1% increase in parent participation at advisory meetings and curriculum nights.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, Education related participation incentives, childcare / educational activities made available during all evening parent meetings.	All Schools	<input checked="" type="checkbox"/> ALL	Administration and support staff costs: \$327,866 LCFF Base funds  Parenting workshops; PBIS training/ materials: \$5,500 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)_____	

			Materials for parent involvement: \$7,500 LCFF Base funds
B. To increase parental involvement sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input.	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) _____	Administration and staff costs: \$15,000 LCFF Base Funds  Materials for parent training: \$1500 LCFF Base funds
C. To increase attendance, parental involvement from specified subgroups of students, the district will provide a Hmong EL instructional aide / translator / parent liaison that will provide instructional assistance to students and outreach and support to identified subgroups and Hmong speaking parents in regards to school events and student 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.	All Schools & District wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Administration and support staff costs: \$3,500 LCFF Base Funds  Materials for parent training: \$1,500 LCFF S&C funds

GOAL:	5. Every student will be promoted with 21st Century skills and a broad course of study prepared for high school success.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need :	Lack of data on course offerings and non-core course performance indicates a need to address this area. Lack of 1:1 technology in grades Tk-5 indicates a need for increased equipment.	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
<b>LCAP Year 1: 2016-17</b>		

Expected Annual Measurable Outcomes:	As evidence and measurement of CCSS implementation, each student will prepare a portfolio (digital in grades 6-8 <sup>th</sup> ) in core subject areas, citing evidence of 21 <sup>st</sup> Century skills. All students will have a broad course of study as measured by teacher schedules.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Providing students a 21st century learning experience requires instructional technology and technical support. Provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will hire an Instructional Technology Coordinator and Contract a FCOE Technology Technician. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.	District wide	<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)_____	Technology staff costs: \$104,472 LCFF Supplement/Concentration funds
B. Purchase materials and supplies to support lessons and create STEM learning labs and maker spaces that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases for 4-5 <sup>th</sup> grade. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.	District wide	<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)_____	Technology Purchases: \$50,000 LCFF Supplement/Concentration funds
C. District will provide real life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 6 <sup>th</sup> -8 <sup>th</sup> 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.	District wide	<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)_____	Cost of Transportation and Fees / Purchases: \$70,000 LCFF Supplement/Concentration funds

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	Each student will prepare a portfolio (digital in grades 4-8 <sup>th</sup> ) in core subject areas, citing evidence of 21 <sup>st</sup> Century skills. All students will have a broad course of study as measured by teacher schedules.
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Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
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	Service		Expenditures
A. Providing students, a 21st century learning experience requires instructional technology and technical support. Provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will maintain an Instructional Technology Coordinator and Contract a FCOE Technology Technician. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.	District wide	<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)_____	Technology staff costs: \$109,696 LCFF Supplement/Concentration funds
B. Purchase materials and supplies to support lessons and create STEM learning labs and maker spaces that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases for 2-3rd grade. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.	District wide	<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)_____	Technology Purchases: \$20,000 LCFF Supplement/Concentration funds
C. District will provide real life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 5 <sup>th</sup> -8 <sup>th</sup> 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.	District wide	<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)_____	Cost of Transportation and Fees / Purchases: \$70,000 LCFF Supplement/Concentration funds

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Each student will prepare a portfolio (digital in grades TK-8 <sup>th</sup> ) in core subject areas, citing evidence of 21 <sup>st</sup> Century skills. All students will have a broad course of study as measured by teacher schedules.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Providing students, a 21st century learning experience	District wide	<input type="checkbox"/> ALL	Technology staff

<p>requires instructional technology and technical support. Provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will maintain an Instructional Technology Coordinator and Contract a FCOE Technology Technician. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.</p>		<p>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)_____</p>	<p>costs: \$115,180  LCFF  Supplement/Concentration funds</p>
<p>b. Purchase materials and supplies to support lessons and create STEM learning labs and maker spaces that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases for K-1st grade. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.</p>	<p>District wide</p>	<p><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)_____</p>	<p>Technology Purchases:  \$10,000 LCFF  Supplement/Concentration funds</p>
<p>c. District will provide real life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 4<sup>th</sup>-8<sup>th</sup> 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.</p>	<p>District wide</p>	<p><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)_____</p>	<p>Cost of Transportation and Fees / Purchases:  \$70,000 LCFF  Supplement/Concentration funds</p>

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

### 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.**

<b>Original GOAL from prior year LCAP:</b>	1. Increase student achievement of all students and sub groups.		<b>Related State and/or Local Priorities:</b> 1__x__2__x__3__4__x__5__6__7__8__ COE only: 9__10__ Local : Specify _____
<b>Goal Applies to:</b>	<b>Schools:</b> All		
	<b>Applicable Pupil Subgroups:</b> All		
<b>Expected</b>	For all students and all sub groups:	<b>Actual</b>	The state has not released an API or proficiency levels of state

<p><b>Annual Measurable Outcomes:</b></p>	<p>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%.</p>	<p><b>Annual Measurable Outcomes:</b></p>	<p>assessments in ELA or Math. The District will be reporting SBAC proficiency data in ELA and Math for year to year comparisons for growth.</p> <p><b>Although the goal for the 2014-2015 was that all Annual Measurable Achievement Objectives for English Learners set by the state would be met, the 2014-2015 Title III Accountability Reports indicate that 1/3 AMOA's were met.</b></p> <p><b>Reclassification of English Language Learners increased by 13.3% although the goal set was an increase of 1%.</b></p> <p>2014-15 SBAC assessments in English Language Arts indicate that <b>13%</b> of all students met or exceeded the standard, 7% of the English Learners met or exceeded the standard, 5% of the Asian students met or exceeded the standard, 14% of the Hispanic students met or exceeded the standard, 12% of the Economically Disadvantaged students met or exceeded the standard, and 4% of Students with Disabilities met or exceeded the standard.</p> <p>2014-15 SBAC assessments in Math indicate that <b>8%</b> of all students met or exceeded the standard, 5% of the English Learners met or exceeded the standard, 3% of the Asian students met or exceeded the standard, 8% of the Hispanic students met or exceeded the standard, 7% of the Economically Disadvantaged students met or exceeded the standard, and 13% of Students with Disabilities met or exceeded the standard.</p> <p>AMOA 1: For 14-15 the % of EL making one Annual Progress in learning English is 54.8 the target was 60.5%.  AMOA 2: For 14-15 the % of EL students attaining the English proficient level on the CELDT (Less than 5 yr. Cohort) was 31.5% the target was 24.2%. For 14-15 the % of EL students attaining the English proficient level on the CELDT (More than 5 yr. Cohort) was 23.7% the target was 50.9%.</p> <p>For 14-15 the EL reclassification rate was 17% an increase of 13.3%.</p>
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**LCAP Year: 2015-16**

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: \$1,241,980 LCFF Base funds	A highly qualified staff was retained: all staff members attained appropriate credentials or waivers necessary, in order to teach the appropriate courses.
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)_____	
Provide English Learner intervention support and professional learning around English Learner support for staff.		English Learner Coordinator Position \$120,000 LCFF Supplement/Concentration funds	A qualified specialist and support staff were hired and worked to provide support services to EL students.
Scope of service:	All Schools and District wide	Scope of service:	District 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		Due to The large EL population an EL coordinator was hired to provide and coordinate services and programs for the English Learners. A Hmong liaison/instructional aide will be hired to improve services to our Hmong students and parents.	

and/or changes to goals?		Calculations for personnel costs were different than originally projected.	
Original GOAL from prior year LCAP:	2. Students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential.		Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__
Goal Applies to:	Schools: Local : Specify: ALL	Applicable Pupil Subgroups: All	
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).	Actual Annual Measurable Outcomes:	<p><b>Suspension Rates for 2014-15</b> for all students was 6.4% (24 suspensions of 376 students enrolled students during 2014-15 school year ); Hispanics 5.5% (20 suspensions of 376 students enrolled students during 2014-15 school year ); English Learners 2.7% (10 students of 376 students enrolled students during 2014-15 school year ); Low Income 6.6% (23 suspensions of 376 students enrolled students during 2014-15 school year ) ; Students with Disabilities .3% ( 1 suspension of 376 students enrolled students during 2014-15 school year ); Asian .8% (3 suspensions of 376 students enrolled students during 2014-15 school year). Suspension rates for all students in 2013-14 are 5.6% (19 pupils suspended for 342 total students enrolled).</p> <p><b>Expulsion Rates for 2014-15</b> for all students was .29% (1 pupil expelled between July 1, 2013 and June 30, 2014 for 342 total students enrolled); Hispanics 0%; English Learners 0%;Low Income 0%; Students with Disabilities 0%; Asian 0%</p> <p><b>Attendance Rates for 2014-15</b> for all students was 97.13% (305 of 314 students present on 10/1/14) ; Hispanics 99% (214 of 216 students were present on 10/1/14); English Learners 95.94; Low Income 95.2% (280 of 294 students present on 10/1/14) Students with Disabilities 6.67% (28 students of 30 present on 10/1/14); Asian 98.3% (57 of 58 students present on 10/1/14). Middle School Dropout Rates for 2014-15 for all students was 0%; Hispanics 0%; English Learners 0%;Low Income 0%; Students with Disabilities 0%; Asian 0%.</p>

			<p><b>Chronic Absenteeism or 2014-15</b> for all students was 96.8% (12 of 376 total students enrolled were absent 10% or more of the number of days they were enrolled); Hispanics 91.5% (32 students of 376 total students enrolled were absent 10% or more of the number of days they were enrolled); English Learners 97.6% (9 students of 376 total students enrolled were absent 10% or more of the number of days they were enrolled) ; Low Income 93.3% (25 of 376 total students enrolled were absent 10% or more of the number of days they were enrolled) ); Students with Disabilities 99.5% ( 2 of 376 total students enrolled were absent 10% or more of the number of days they were enrolled); Asian 99.2% (3 students of 376 total students enrolled were absent 10% or more of the number of days they were enrolled).</p> <p>The parent/student climate survey returned a 74% 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: 2015-16**

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: \$144,186 LCFF Base funds	Home to school transportation was provided to families and students as identified in board policy.	Transportation costs: \$142,271 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	Maintenance and	Facilities and grounds are being well maintained.	Maintenance and

well maintained.		Operations costs: \$364,760 LCFF Base funds		Operations costs: \$359,371 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?		Future activities will support the continuation of the Time to Teach Program in conjunction with Orange Center's PBIS Program. Adjustments will include providing an LVN to act as a support for parents in order to prevent absences due to preventable health issues. Extra-Curricular activities and Visual and Performing Arts training will also be integrated into the curriculum in order to improve the overall learning and social emotional environment for all students.		

Original GOAL from prior year LCAP:	3. 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 is Highly Qualified. All students have access to standards aligned curriculum. District has developed an informal walkthrough form that will allow administration to collect data in the following areas: student engagement, rigor, learning and language objectives, classroom management, and curriculum usages.
LCAP Year: 2015-16			

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Annual Expenditures
To implement new standards and offer a rigorous broad course of study requires instructional materials and supplies.		Instructional materials and supplies costs: \$66,000 LCFF Base funds	Instructional materials and supplies costs: \$39,228 LCFF Base funds
Scope of service:	All Schools and District wide		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: \$180,000 LCFF Supplement/Concentration funds  Supplemental Instructional Materials \$140,490.00 LCFF Supplement/Concentration funds	Professional Development costs: \$97,516 LCFF Supplement/Concentration funds  Supplemental Instructional Materials \$30,000.00 LCFF Supplement/Concentration funds
Scope of service:	District wide		Scope of service: District 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?

Cost for Materials and supplies from this area, \$30,000 was utilized to purchase materials that would support rigorous course of study and integration of technology in the classroom, learning lab, and library in order to provide services to the unduplicated students. Expenditures were overestimated by \$110,490.

Original GOAL from prior year LCAP:	4. 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_X_ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	
Expected Annual Measurable Outcomes:	Show a 1% increase in parent participation at advisory meetings and curriculum nights.	Actual Annual Measurable Outcomes:	The goal for parent participation was to demonstrate a 1% increase in parent participation at advisory meetings and curriculum nights. <u>208</u> Parents attended identified meetings in the 2014-15 school year. Approximately <u>277</u> Parents attended identified meetings in the 2015-16 school year, over a 33% increase in parent participation.
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Administration and support staff will increase steps to implement new standards, support positive behavioral interventions and involve parents in the educational process.	Administration and support staff costs: \$373,100 LCFF Base funds	Administration and support staff supported the implementation of new standards, positive behavioral interventions and involved parents in the educational process by providing parent engagement activities: Holiday ASP Festival, Back to School Night, Open House, Student Talent Show, Parent Sponsored 8 <sup>th</sup> Grade	Administration and support staff costs: \$346,075 LCFF Base funds Parenting

	Parenting workshops; PBIS training/ materials: \$5500 Materials for parent involvement: \$7,500 LCFF Base	Formal, Christmas Program, Halloween Serpentine, evening Awards Nights (each trimester) and 8 <sup>th</sup> Grade Promotion.	workshops; PBIS training/ materials: \$4000 LCFF Supplement/Concentration funds Materials for parent involvement: \$2,500 LCFF Base
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 increase parental involvement parental involvement sessions will be provided to parents on academic and attendance issues.	Administration and support staff costs: \$3500 LCFF Base Funds Materials for parent training: \$1500 LCFF Base funds	Administration and support staff supported the involvement of parents in their children’s education by providing parent engagement activities: Science Night, Reading Night, Math Night, Technology Night, How to Motivate Your Student informational meeting,	Administration and support staff costs: \$1500 LCFF Base Funds Materials for parent training: \$500 LCFF Base funds
Scope of service: All Schools & Districtwide		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?	Administration will continue to work in providing opportunities for parent engagement. Parents indicated the need to provide in house parent engagement activities as they did not feel that the services from the current source were rigorous/interesting enough. The one district organized technology night was well attended and received. A parent engagement team will be organized in order to provide activities that are relevant and rigorous for our parents.
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Original GOAL from prior year LCAP:	5. Every student will be promoted with 21st Century skills and a broad course of study prepared for high school success.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8_X_  COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Establish targets for increasing course offerings. Establish targets for all courses not measured by state wide assessments.	Actual Annual Measurable Outcomes:	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. Elective courses were implemented in the 7-8 <sup>th</sup> grade: College Readiness, Extreme Legos, Yearbook, Art, Wood Working, and Strategic Thinking were integrated this year. Curriculum embedded assessments have been established by staff in Social Science to measure future student progress.
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Providing students a 21st century learning experience requires technology purchases and technical support. Provide HQT with	Technology staff costs: \$120,450 LCFF	Instructional Technology Coordinator was hired. Technology Technical was contracted for 3 days a week	Technology staff costs: \$125,122

technology experience. Purchase chrome carts annually for classroom use.		Supplement/Concentration funds Technology Purchases: \$70,000 LCFF Supplement/Concentration funds		LCFF Supplement/Concentration funds
Scope of service:	District wide		Scope of service:	District wide
<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?		The need to decrease the student to device ratio was identified. Dollars from Goal 1: Student achievement, professional development that were overestimated, were utilized to supplement in this area. In addition, the need for real life experiences were identified by students and parents. Learning experiences that were related to the curriculum were provided to all grade levels TK-8.		

**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 schoolsite 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:	\$ <u>713,475.00</u>
<p>The details of these expenditures are itemized in section 2 of this plan and include an English Learner Coordinator, a paraprofessional/liaison to assist with Hmong translation, a Licensed Vocational Nurse, professional development, technology upgrades and supplemental materials to better serve our targeted student population. Since our unduplicated student population count is 95.40% and we are a one school district all of these actions and services are being performed on a district wide 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. All of these actions are primarily directed toward our unduplicated pupil population to help OCS D be effective in meeting the goals of the LEA. Given that almost 100% of our student population, as summarized in section 3a, and is in the unduplicated category the most efficient delivery of services is a district wide implementation.</p> <p>95.40% unduplicated count.</p>	

- 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.

31.24	%	Using the calculation tool provided by the state Orange Center School District (OCSD) has calculated that it will receive \$713,475 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 31.24%. OCSD has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services that are principally directed towards the unduplicated student population as summarized in section 3a and as explained in the detailed in the is plan in section 2.
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**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)

01-13-15 [California Department of Education]