Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

<u>LCFF Evaluation Rubrics</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

The Story

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

Orange Center School District serves approximately 325 students in preschool through 8th grade, preparing students for their future educational and life experiences through high quality and engaging instruction in the area of English Language Arts, Mathematics, Social Science, Science, Technology, Physical Education, and Art. Orange Center School District serves a diverse population, with approximately 5 languages spoken by students and their families including English, Spanish, Hmong, Nahuatl, Arabic. Ethnicity data for Orange Center School district indicates that the student population is made up of approximately: 74% Hispanic or Latino, 22% Asian, 3% African American, 1 % White and 1 % Two or more Races. Orange Center School District's student population consists of: 45% of the student population are English Learners,   96% of students that have been categorized as socioeconomically distavandaged. In addition to the general education program, Orange Center offers opportunities for students to explore: Coding, 3D Printing, Debate, Drone Club, Leadership, Multicultural Studies, Drama, Sports, Music, Hip Hop and Folkloric Dance and Secondary Language Acquisition (through a Dual Immersion Language Program) to students.

LCAP Highlights

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

As many of the LCAP actions from the previous year have resulted in increased student achievement, school climate, and parent engagement, actions identified in the previous years plan will be maintained and expanded.   In order to continue progressing towards our goals, we will continue and enhance services to best meet the needs of English Learners, Foster Youth and students who are not meeting grade level expectations, as measured by SBAC and School Climate Survey. These actions will include: Teacher training in the area of Mathematics and Writing, CSET preparation/support, Kagan Student Engagement Training, Time to Teach Discipline and Classroom Management training, Common Core Instructional Materials Training In the areas of ELA and Mathematics. Increased course access such as: Dual Immersion Language Acquisition

Program, STEAM Electives, increased opportunities for students to explore college and career readiness pathways. Increased access to technology through computer check out system for 6-8th grade students. Services to improve facilities and parent communication include the purchase and installation of a digital marquee and furniture that will foster collaborative learning environments. School safety and campus climate actions include the implementation of a digital sign in and out process which includes the feature of checking visitor backgrounds and alerts administration to any individuals who may put students at risk and who wish to enter campus. An additional day of school psychologist services was added to the plan in the 2017-2018 school year in order to extend services in the area of social skills groups and behavior modification for students who need assistance with learning appropriate conduct. In the area of student achievement, the district will continue a comprehensive math, writing and reading intensive intervention program. Physical Education support materials will be purchased. Special Education Program Improvement Team will meet regularly to discuss program needs in order to decrease the achievement gap between all students and students who are in the SPED subgroup.

Review of Performance

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

Greatest Progress

Program, STEAM Electives, Increased opportunities for students to explore college and career readiness pathways. Increased access to technology through computer check out system for 6–8th grade students. Services to improve facilities and parent communication include the purchase and installation of a digital marquee and furniture that will foster collaborative learning environments. School safety and campus climate actions include the implementation of a digital sign in and out process which includes the features of checking visitor background and alert administration to any individuals who may put students at risk and who wish to enter campus. An additional day of school psychologist services was added to the plan in the 2017–2018 school year in order to extend services in the area of social skills groups and behavior modification for students who need assistance with learning appropriate conduct. In the area of student achievement, the district will implement a comprehensive math, writing and reading intensive intervention program. An increase of instructional minutes will be instituted, in order to increase time to focus on math instruction. Physical Education Curriculum will be reviewed and purchased, Special Education services will be increased in order to decrease the achievement gap between all students and students who are in SPED sub group.

Greatest Progress

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

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

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

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

Orange Center School has discovered a significant growth increase of 20.6 points, when compared to the previous years SBAC data, in the area of mathematics (EL's increased significantly 25.2, soc dis increased significantly 21.3, students with disabilities increase significantly 32.4, Asian students increased significantly 17.3, increase significantly 24.3 Hispanic students) as measured and reported by California School Dashboard.

Orange Center school has discovered a significant increase of the 28.3 points, when compared to the previous years SBAC data, in the area of ELA (EL's 33.6, soc dis 31.8, students with disabilities 36.2, Asian students 22.6, 32.4 hispanic students) as measured and reported by California School Dashboard.

That Orange Center suspension rate decreased for the 2016–2017 school year, or current data for the 2017–2018 indicates a significant decrease in suspensions in all sub groups of students.

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

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

The LEA plans to maintain or build upon that that success by continuing to offer the services provided in the 2017–18 LCAP and extending services to the 2018–2019 school year by:

Providing Math and Writing professional development opportunities for teachers.
Providing opportunities for teachers to plan lessons and units.
Purchased Physical Education Curriculum.
Providing students with music instruction.
Increase support services to SPED students.
Provide training in the area of campus and bus safety.
Installation of safety cameras and an upgraded public announcement system.
Creating and providing an intensive intervention program in ELA and Math.
Maintain services to students who need support in the area of social emotional development.
Extending technology access to students past the school day.

Providing training of all instruction aides.
Providing supplemental support materials to enhance Common Core Lessons.
Providing extensive training to teachers in the area of guided reading, the writing process, and lesson development in the area of Common Core Math.

Based on state indicators Orange Center has identified 3 categories where overall performance was in the "Red" or "Orange" categories: Suspension Rate (Red), English Language Arts status (Orange), and English Learner Progress (Orange). In order to address these areas of greatest

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

Greatest Needs

The district is happy to report we have no indicator level in which the overall performance was in the "red" or "orange" performance category this year.

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

Performance Gaps

There is only one state indicator for which performance for any student group was two or more performance levels below the "all students" performance, and that is for students with disabilities (Red) in the suspension indicator (Yellow). In order to address this need, Orange Center will provide proactive school psychologist services to targeted students in the areas of mindfulness, anger management, conflict resolution, and the use of appropriate social skills with their peers.

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

Increased or Improved services

In order to maintain and extend services:

Orange Center will continue to provide School Psychologist services for 3 days a week.

Orange Center will continue to provide a supplemental reading and writing intervention program and develop a math intervention program in the 2018-2019 school year, in addition to supplying any student who is reading below a 5th-grade reading level, supplemental individualized reading instruction through Lexia for at least 15 minutes daily.

Orange Center will provide an increased amount of designated ELD support delivered by highly trained Instructional Aides, in addition to Kagan strategies training in the area of ELD for all teachers and training for instructional aides on how to best provide support to EL students. A Dual Immersion

Language Acquisition program will be continued in order to increase proficiency in English and Mathematics through a specialized program.

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

Orange Center will develop a program to allow 7th-8th grade students to take home Chromebooks in order to extend learning past the school day.

Orange Center will improve campus safety procedures by providing safety training, upgrading the campus public announcement system and installation of security cameras.

Orange Center will provide opportunities for teachers to plan lessons and units.

Orange Center will purchase supplemental Physical Education materials and supplies that are not addressed through the core curriculum.

Orange Center will provide students with music instruction.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$4,405,566.01
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$3,465,642.52

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

There are $939,923.49 worth of expenses in the General Fund that are not included in the LCAP these funds consists of supplemental categorical revenues, Lottery, and other base costs such as administration.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$3,296,375.00

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

Increase student achievement of all students and sub groups

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Standardized Assessments as measured by ELA CAASPP scores Distance from level 3 **17-18** ELA: 2016-2017 29 points below 'Met' **Baseline** ELA: 2015-2016 +10.5 points (Low- 32 points below 'Met')	E.L.A.: 2016-2017 42 points below 'Met' Increase Significantly +28.3 points. (Data collected from Ca. School Dashboard - Fall 2017)

Expected	Actual
Metric/Indicator State Standardized Assessments as measured by Math CAASPP scores Distance from level 3 **17-18** Mathematics 2016-2017 (Low- 80 points below 'Met') **Baseline** Mathematics 2015-2016 +15 points (Low- 87.9 points below 'Met')	Math: 2016-2017 67.3 points below 'Met' Increase significantly +20.6 points. (Data collected from Ca. School Dashboard - Fall 2017)
Metric/Indicator Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review **17-18** 2017-2018 School board adoption of "sufficiency of Instructional Materials" resolution **Baseline** 2016-2017 School board adoption of "sufficiency of Instructional Materials" resolution	Information collected from 2016-2017 SARC During the Fresno County Office of Education Williams case settlement review in August 2017, we were found to be in full compliance when it came to adequacy and necessary number of state-adopted textbooks. Our textbooks and instructional materials were selected from recent list of standards-based materials adopted by the State Board of Education and are consistent with the content and cycles of their curriculum frameworks.
Metric/Indicator State Standards Implemented as measured by State Reflection Tool **17-18** State standards Implemented as measured by 2017-2018 Average score of 4.0 **Baseline** State standards Implemented as measured by 2016-2017 Average score of 4.0	2016-2017 State standards implemented as measured by LEA reflection tool on Ca. School Dashboard - Fall 2017 Average score of 4.4

	Expected	Actual
	Metric/Indicator EL access to state standards/ELD standards (included with tool used above) **17-18** 2016-2017 Average score of 4.0 **Baseline** 2015-2016 Average score of 4.0	2016-2017 State standards implemented as measured by LEA reflection tool on Ca. School Dashboard - Fall 2017 Average score of 4.4
	Metric/Indicator EL annual growth as measured by CELDT/ELPAC annual growth data **17-18** 2017-2018 Percent of ELs making annual growth in English: 68.5 **Baseline** 2016-2017 Percent of ELs making annual growth in English: 63.5	2016-2017 68% of English learners made progress towards English proficiency. (Information collected from Ca. School Dashboard - Fall 2017 Detailed Report; table view)
	Metric/Indicator EL reclassification as measured by prior year number of re-designated students **17-18** 2016-2017 1 student- .8% **Baseline** 2015-2016 15 students- 9%	2016-2017 Students redesignated Fluent -English -Proficient 19 (11.7%) (Data collected from Data Quest - EL Data 2016-17 RFEP Annual Reclassification Counts and Rates)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. When reviewing data for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff must be hired and retained. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	A. To increase academic achievement, a highly qualified staff has been hired and retained.	1000-1999: Certificated Personnel Salaries LCFF $941,046 3000-3999: Employee Benefits LCFF $424,524	1000-1999: Certificated Personnel Salaries LCFF $966,925 3000-3999: Employee Benefits LCFF $330,652

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Orange Center School District English Learner Students need to progress in the area of english language acquisition in order to access the curriculum and in order to increase the number of English Learner students who are reclassified. Because of this need the District will provide English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also	B. To increase the number of English Language Learner students who are reclassified, the District has provided English Learner intervention and support through the supplemental services provided by an English Language Coordinator and Instructional Aide(s). The District has also provided professional learning opportunities to staff members who work with EL students. These services have been principally directed toward the unduplicated	LCFF 1000-1999: Certificated Personnel Salaries LCFF $71,854 3000-3999: Employee Benefits LCFF $22,343 2000-2999: Classified Personnel Salaries Title I $41,226 EL Support Materials and supplies 4000-4999: Books And Supplies Title III $4,420	1000-1999: Certificated Personnel Salaries LCFF $69,090 3000-3999: Employee Benefits LCFF $32,842 2000-2999: Classified Personnel Salaries Title I $14,873 4000-4999: Books And Supplies Title III $13,481

provide professional learning opportunities to staff members who work with EL students. These services will be principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. As a result, the district expects to see an increase in academic achievement for all EL students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

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

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History. These services will be principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. As a result, we expect to see	C. Professional development has been provided to TK-8th grade teachers in the areas of: Student Engagement, 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.	LCFF 1000-1999: Certificated Personnel Salaries LCFF $19,998 5800: Professional/Consulting Services And Operating Expenditures LCFF $19,332	LCFF 1000-1999: Certificated Personnel Salaries LCFF $6,000 5800: Professional/Consulting Services And Operating Expenditures LCFF $24,000

increased academic achievement for unduplicated students as measured by CAASPP Math and ELA , district assessments in History and Science, as well as increased percentages of ELs making annual growth in the ELPAC.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
D. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data. As a result, we expect to see increased academic achievement for all students as measured by: CAASPP Math and ELA , ELPAC, RESULTS, and STAR Reading.	D. Creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data.	1000-1999: Certificated Personnel Salaries LCFF $30,102 3000-3999: Employee Benefits LCFF $21,130 4000-4999: Books And Supplies LCFF 5,000.00	1000-1999: Certificated Personnel Salaries LCFF $7,764 3000-3999: Employee Benefits LCFF $1,428 4000-4999: Books And Supplies LCFF $11,102

Action 5

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
E. School data indicates that 31% of the 16 general education and SPED teachers on campus hold a Provisionary Credential (STIP, PIP, or Intern). In order to maintain consistent staff, highly qualified and fully credentialed teachers, Orange Center will include actions to support teachers in opportunities for CSET test preparation in the form of CSET test Prep and BTSA teacher support. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	Orange Center has offered and provided support to teachers in opportunities for CSET test preparation in the form of CSET test Prep and BTSA teacher support.	5800: Professional/Consulting Services And Operating Expenditures LCFF $6,000.00	5800: Professional/Consulting Services And Operating Expenditures LCFF $2,526

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

There are 17 certificated and highly qualified staff as well as an English Learner Coordinator, an instructional technology Coordinator and 4 instructional Aides to provide services . There are staff development days every Monday throughout the school year for professional development. During the 2017-2018 school year, all but two teachers were trained in Kagan Cooperative Learning Structure implementation. All staff participated in Professional development training in the areas of guided reading/writing and math, throughout the school year that consoted of three rounds of instruction, lesson observation, and coaching.

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

To increase the number of EL students who were reclassified, the District has provided EL intervention and support through supplemental services provided by an English Learner Coordinator and instructional Aides. Teachers have received support in order for them to provide designated instruction to identified students. These services have been principally directed toward the unduplicated student population and are effective in meeting the districts goal for the unduplicated student population. Teachers and administration have reported increased student engagement since integrating the KAGAN strategies. As reported by California School Dashboard, the performance level on all indicators for English Learners score in ELA increased as a whole by 5 points.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district over estimated the cost of employee benefits by approximately $126,292.000 based on actual number of days and compensation to staff, for trainings.

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

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facilities Maintained as measured by annual FITs or SARC review. **17-18** FIT Score- 2016-2017 -"good" . **Baseline** FIT Score- 2015-2016 -"good" .	2017-2018 FIT Score - Good (Information collected from SARC 2016-2017)
Metric/Indicator Attendance as measured by district average attendance **17-18** Attendance: 2016-2017 (97.6%) **Baseline** Attendance: 2015-2016 (96.6%)	2016-2017 Attendance 94.76% (Data Collected from SchoolWise 2016-2017- ADA Calculation - Monthly - P1 - P2 - Annual Report)

Expected	Actual
Metric/Indicator Chronic Absenteeism as measured by % students with 10% or more absenteeism **17-18** Chronic Absenteeism: 2016-2017 (8.2%) **Baseline** Chronic Absenteeism: 2015-2016 (9.2%)	2016-2017 37 students were absent 18 days or more. (Data collected from 2016-2017 SchoolWise - Students with Chronic Absences report) Enrollment - 300 (Data collected from Ca. School Dashboard - Fall 2017) 12.34% Chronic Absenteeism Rate
Metric/Indicator M.S. Dropout Rate **17-18** M.S. Dropout Rate: 2016-2017 (0%) **Baseline** M.S. Dropout Rate: 2015-2016 (0%)	0 dropouts.
Metric/Indicator Suspension rate **17-18** Suspension rate: 2016-2017 (5.5%) **Baseline** Suspension rate: 2015-2016 (6.5%)	2016-2017 Suspension Rate - 4.3% (Data collected from Data Quest 2016-2017)
Metric/Indicator Expulsion rate **17-18** Expulsion rate: 2016-2017 (0%) **Baseline** Expulsion rate: 2015-2016 (0%)	2016-2017 No students expelled. (Data collected from Data Quest 2016-17)

Expected	Actual
Metric/Indicator School Climate Survey - % responses high levels for school connectedness. - % responses feel very safe at school **17-18** School Climate Survey (2nd-8th grade) - % responses high levels for school connectedness. 2017-2018 Very Connected- 90% Somewhat Connected- 10% Not Connected- 0% - % responses of students feel very safe at school 2017-2018 Very Safe- 100% Somewhat Safe- 0 % Not safe- 0%	2017-2018 School Climate Survey 4-8 Grade Students Connectedness 42.9% Very Connected 52.4% Somewhat Connected 4.8% Not Connected Safety 38.1% Very Safe 57.1% Somewhat Safe 4.8% Not Safe

	Expected	Actual

Baseline School Climate Survey (2nd-8th grade) • % responses high levels for school connectedness. 2016-2017 Very Connected- 74.3% Somewhat Connected- 21.9% Not Connected- 3.8% • % responses of students feel very safe at school 2016-2017 Very Safe- 66% Somewhat Safe- 33% Not safe- 6%	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. To ensure student engagement in a rural school home to school transportation is required.	A. Student engagement in a rural school home to school transportation has been provided.	Transportation costs 2000-2999: Classified Personnel Salaries LCFF $32,178	Transportation costs 2000-2999: Classified Personnel Salaries LCFF $67,678
		Transportation Costs 3000-3999: Employee Benefits LCFF $14,452	Transportation Costs 3000-3999: Employee Benefits LCFF $16,015

		Budgeted Expenditures	Estimated Actual Expenditures
		Transportation Costs 4000-4999: Books And Supplies LCFF $5,920	Transportation Costs 4000-4999: Books And Supplies LCFF $7,365
		Transportation Costs 5700-5799: Transfers Of Direct Costs LCFF $14,315	Transportation Costs 5700-5799: Transfers Of Direct Costs LCFF $3,543
		Transportation Costs 5800: Professional/Consulting Services And Operating Expenditures LCFF $16,312	Transportation Costs 5800: Professional/Consulting Services And Operating Expenditures LCFF $34,387
		2000-2999: Classified Personnel Salaries Title IV $16,016	2000-2999: Classified Personnel Salaries Title IV $8,616
		3000-3999: Employee Benefits Title IV $6,779	3000-3999: Employee Benefits Title IV $2,216

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. To provide a safe and comfortable learning and collaboration environment facilities, furniture, and grounds must be well maintained. Digital check in system and background check system will be implemented.	B. Facilities, furniture, and grounds have been well maintained. A digital check in system and background check system (Raptor) has been implemented.	LCFF 2000-2999: Classified Personnel Salaries LCFF $117,951	LCFF 2000-2999: Classified Personnel Salaries LCFF $123,447
		Furniture and materials for learning /safe environment / signage 3000-3999: Employee Benefits LCFF $45,918	3000-3999: Employee Benefits LCFF $49,821
		Raptor Technologies 4000-4999: Books And Supplies LCFF $47,894	Raptor Technologies 4000-4999: Books And Supplies LCFF $2,310
		5800: Professional/Consulting Services And Operating Expenditures LCFF $126,530	5800: Professional/Consulting Services And Operating Expenditures LCFF $31,471
		Radios- upgrade, replace 5900: Communications LCFF $123,537	5900: Communications LCFF $0

		General materials and supplies 4000-4999: Books And Supplies LCFF 94,111.00	4000-4999: Books And Supplies LCFF $18,137
		Services for general facilities upkeep, sanitation and safety 5000-5999: Services And Other Operating Expenditures LCFF 166,933	5000-5999: Services And Other Operating Expenditures LCFF $125,347
		Maintenance professional consulting services 5800: Professional/Consulting Services And Operating Expenditures LCFF 24,000.00	5800: Professional/Consulting Services And Operating Expenditures LCFF $24,000
		resurface play/study area 5000-5999: Services And Other Operating Expenditures LCFF 10,000.00	resurface play/study area 5000-5999: Services And Other Operating Expenditures LCFF $18,565

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. District data indicates a need for increased parent involvement and increased number of opportunities for students to demonstrate visual and performing art skills, such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA opportunities. In order to meet the need of appropriate performing space, the district will provide a solution to improving airflow/cooling in the Auditorium/Cafeteria in order to	The district has improved airflow/cooling in the Auditorium/Cafeteria by installing updated cooling system in the cafeteria, in order to provide an appropriate environment for activities that were principally directed toward the entire student population.	Cafeteria Air 6000-6999: Capital Outlay LCFF $20,000	Cafeteria Air 6000-6999: Capital Outlay LCFF $17,800

provide an appropriate environment for activities that will be principally directed toward the entire student population. The district will expect to see an increase in the number of parents attending parent involvement activities and an increase in the number of VAPA opportunities available to students.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
D. Our unduplicated students have the least opportunities to engage in preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual	The District has provided preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population.	LCFF 2000-2999: Classified Personnel Salaries LCFF $30,102 3000-3999: Employee Benefits LCFF $21,130	2000-2999: Classified Personnel Salaries LCFF $31,535 3000-3999: Employee Benefits LCFF $23,051

growth in the ELPA. In addition, the district expects to decrease the number of chronically absent students and increase attendance rates.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
E. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that identify students who are in need of academic and behavior programs and intervention, in and outside of the regular school day. Because of this need the District will provide Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place, Time to Teach behavior program will be continued and will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. District will encourage an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities, banners, motivational speakers, rallies). As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as	The District provided Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place, Time to Teach behavior program continued and were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population. District I encouraged an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities, banners, motivational speakers, rallies). Newly added clubs/events were: Drone Club, Basketball Club, Folklorico, Vapa Showcase, and Career Day.	LCFF 1000-1999: Certificated Personnel Salaries LCFF $3,528 LCFF 4000-4999: Books And Supplies LCFF $9,000	1000-1999: Certificated Personnel Salaries LCFF $3,600 4000-4999: Books And Supplies LCFF $5,239

increased percentages of ELs making annual growth in the ELPAC.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
F. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that assist those who are in need of social skills and counselling services, in and outside of the regular school day. Because of this need the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. To supplement the core scheduled 2 days. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual	The District provided supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. Services were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population, to supplement the core scheduled 2 days.	1 supplemental day 5800: Professional/Consulting Services And Operating Expenditures LCFF $11,000.00	1 supplemental day 5800: Professional/Consulting Services And Operating Expenditures LCFF $17,142

growth in the ELPAC. Additionally, the district expects to see a decrease in suspensions and absences for students in the unduplicated population.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that assist those who are in need of social skills and counselling services, in and outside of the regular school day. Because of this need the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. To supplement the core scheduled 2 days. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and	The District provided services through district psychology services as contracted through FCSS in providin, behavior supports and interventions, social skills and counseling services in addition to supplemental services(Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. Services were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population.	2 required days 5800: Professional/Consulting Services And Operating Expenditures LCFF 22,000.00	2 required days 5800: Professional/Consulting Services And Operating Expenditures LCFF $34,283

ELA as well as increased percentages of ELs making annual growth in the ELPAC. Additionally, the district expects to see a decrease in suspensions and absences for students in the unduplicated population.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
H. The district is required to provided a Sex Education / HIV Prevention course for students in one of their middle school years. Because of this requirement, the District will provide a Sex Education / HIV Prevention course for students in the 7th grade. As a result, we expect to meet hte state requirement.	The district provided a comprehensive Sex Education / HIV Prevention course for students in 7th grade, through a contract with FCSS.	FCOE- Positive Prevention Contract 5800: Professional/Consulting Services And Operating Expenditures LCFF $3,515	5800: Professional/Consulting Services And Operating Expenditures LCFF $3,165

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Orange Center School has improved student performance by providing instructional aides providing ELLs. along with struggling student, with small group instruction. By combining Time to Teach, PBIS, and Kagan strategies, Orange center has increased student engagement, decrease out-of-school suspensions, and provide students a predictable discipline policy.

Orange Center School District employs maintenance staff to maintain facilities.

All students living in the Orange Center School District are offered transportation to school, home from school, and students participating in the After School Program reside in the district are offered transportation home.

Orange Center's on site LVN has provided students and families with ah added sense of security knowing any health concerns will be medically monitored and addressed, as appropriate. The on-site LVN assists in communicating with families regarding immunizations the school scheduled appearances of FCSS's mobile health van at Orange Center Elementary School to administer required immunizations or wellness checks.

Orange Center School District has participated in cohort 5 of FCSS & Fresno County SELPA Positive Behavioral Intervention & Supports for 3 years and has maintained the PBIS program on campus. Positive behavioral supports have been increasing during this time culminating in delivering individual behavioral interventions to students.

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

Suspension Rates declined to 4.3% and the number of expelled students have remained 0%. Orange Center's LVN has been instrumental in reducing the time students are sent home when reporting tho the office for not feeling well. The site LVN communicates with the parents when students seem to be abusing visits to the office for not feeling well. Orange Center School has participated in PBIS for three years and have received a GOLD medal standing. Positive behavioral supports have been increasing during this time culminating in delivering individual behavioral interventions to students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District over budgeted LCFF expenditures in general materials, radios, general facilities upkeep, radio upgrade, and raptor technologies by $314,388.00, although all goals and actions were met.

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

To provide safe and comfortable learning and collaboration environment and facilities, furniture, and grounds must be well maintained. The digital check in system was installed and funds are allocated in Goal 2 action C for the next year, to maintain the services, as well as providing materials/ equipment to support the administration of the program. The air conditioning system was installed and we have planned in Goal 2 to install a digital sign and upgrade the sound system in the cafeteria in order to continue our goal of improving our VAPA program.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Retain fully credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review and decrease the number of teachers on temparary credentials (PIP/ STIP) **17-18** For the 2017-2018 school year staffing lists shows 87% (15/17) teachers have obtained a multiple subject/clear credential. **Baseline** For the 2016-2017 school year staffing lists shows 76% (13/17) teachers have obtained a multiple subject/clear credential.	For the 2017-2018 school year staffing lists shows: 0/16 mis-assignments 0/16 vacancies 2/16 temporary credentials (PIP/ STIP) (Actual)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Our unduplicated students have the least opportunities to engage in creative thinking and hands on learning and STEAM experiences, to further learning, outside of the regular school day. Because of this need, our LEA will purchase materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	The LEA purchased materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study directed toward the unduplicated student population and was effective in meeting the district goal for the unduplicated student population.	LCFF - Greenfield Lexia 5800: Professional/Consulting Services And Operating Expenditures LCFF $18,394	LCFF - Greenfield Lexia 5800: Professional/Consulting Services And Operating Expenditures LCFF $0.00
		LCFF - IXL 5800: Professional/Consulting Services And Operating Expenditures LCFF $4,093	LCFF - IXL 5800: Professional/Consulting Services And Operating Expenditures LCFF $2,051
		LCFF - Reflex Math 5800: Professional/Consulting Services And Operating Expenditures LCFF $2,988	LCFF - Reflex Math 5800: Professional/Consulting Services And Operating Expenditures LCFF $3,295
		LCFF - Brain Pop 4000-4999: Books And Supplies LCFF $1,489	LCFF - Brain Pop 4000-4999: Books And Supplies LCFF $1,556.75
		5800: Professional/Consulting Services And Operating Expenditures LCFF $5,892	5800: Professional/Consulting Services And Operating Expenditures LCFF 0.00
		LCFF - Renaissance 5800: Professional/Consulting Services And Operating Expenditures LCFF $4,176	LCFF - Renaissance 5800: Professional/Consulting Services And Operating Expenditures LCFF $4,503
		Instructional Material 4000-4999: Books And Supplies Lottery $13,724.00	Instructional Material 4000-4999: Books And Supplies Lottery $19,675

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
B. When reviewing data for all students at Orange Center School, data indicates that although positive gains are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement and in order to continue the implementation and rigor of the Common Core standards, to meet the needs of targeted students, staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	Staff was provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards increased services were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population.	LCFF 1000-1999: Certificated Personnel Salaries LCFF $560	LCFF 1000-1999: Certificated Personnel Salaries LCFF 0.0
		LCFF 4000-4999: Books And Supplies LCFF $1,536	LCFF 4000-4999: Books And Supplies LCFF $4,673
		Teacher Training - ELA and Math 5000-5999: Services And Other Operating Expenditures Title II $11,664.00	Teacher Training - ELA and Math 5000-5999: Services And Other Operating Expenditures Title II $12,864
		Teacher resources - ELA 4000-4999: Books And Supplies Title II $11,664.00	Teacher resources - ELA 4000-4999: Books And Supplies Title II $1,454

Action 3

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

C. Our unduplicated students have the least opportunities to engage in creative thinking, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCOE Curriculum and Instruction Department increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	The LEA will continued Common Core standard implementation and technology integration, the district provided professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through 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.	LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF 81,522.00 supplement core 4000-4999: Books And Supplies Title I 131,997.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF $53,350 supplement core 4000-4999: Books And Supplies Title I $50,874

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
D. State law requires that all students have access to state adopted core curriculum. Because of this need, the district will purchase state adopted curriculum in order to provide students with CC standards based materials and in order for hte district to offer a	The district purchased replacement or additional needed state adopted curriculum/materials in ELA, Math, History and Science in order to provide students with CC standards based materials and in order for hte district to offer a rigorous broad course of study.	LCFF - Core 0000: Unrestricted LCFF $40,000	LCFF - Core 0000: Unrestricted LCFF $27,534

rigorous broad course of study. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Orange Center adopted CCSS aligned curriculum for ELA and Math. During the 2017-2018 school year, all but two teachers were trained in Kagan Cooperative Learning Structure implementation. All staff participated in Professional development training in the areas of guided reading/writing and math, throughout the school year that consisted of three rounds of instruction, lesson observation, and coaching.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District over budgeted cost for professional consulting services for professional learning, and in the area of cost involved with purchasing supplemental materials to support the core by $147,869.75. The inability to hire substitutes made it difficult to provide teachers days to attend supplemental trainings during the school year. Most trainings took place during the weekends, summer, or non work days.

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

No changes will be made to this goal, actions, or metrics for the coming year.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parental Engagement as measured by a summary of progress based on sign in sheets from parent engagement activities. **17-18** Increase the average number of parents attending parent engagement activities to 65. **Baseline** 2015-2016 average number of parents attending parent engagement activities was 10.25. 2016-2017 average number of parents attending parent engagement activities was 57.	In 2017-2018 there were three parent engagement activities with a total of 218 parents attending for an average of 72.6 parents attending each event. (Data collected from parent engagement activity sign in sheets)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Data indicates that our unduplicated students / families have the least opportunities to become aware of vital school information and educational topics. Because of this need, administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, education related participation incentives, childcare / educational activities made available during all evening parent meetings will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in attendance to parent engagement activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	Administration and support staff increased steps to involve parents in the educational process by increasing communication through incorporation: phone dialers, text and emails, increased staff/parent communication experiences, education related participation incentives during parent engagement nights such as: school supplies, drawstring backpacks, books, board games, sports equipment, childcare / educational activities were made available during all evening parent meetings and were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population. Mandated Cost, SARC creation contracts all assisted in parent communication and desegregating data to improve services for students.	LCFF / Base 1000-1999: Certificated Personnel Salaries LCFF $120,107 LCFF 3000-3999: Employee Benefits LCFF $28,278 1000-1999: Certificated Personnel Salaries Title I $28,842 3000-3999: Employee Benefits Title I $5,656 4000-4999: Books And Supplies LCFF $831 Conferences and Professional Learning Costs 5000-5999: Services And Other Operating Expenditures LCFF 13,800.00 Office and Administrative Expenditures 5800: Professional/Consulting Services And Operating Expenditures LCFF 120,225.00	LCFF / Base 1000-1999: Certificated Personnel Salaries LCFF $125,424 LCFF 3000-3999: Employee Benefits LCFF $37,565 1000-1999: Certificated Personnel Salaries Title I $14,383 3000-3999: Employee Benefits Title I $3,596 4000-4999: Books And Supplies LCFF $4,173 Conferences and Professional Learning Costs 5000-5999: Services And Other Operating Expenditures LCFF $5,296 Office and Administrative Expenditures 5800: Professional/Consulting Services And Operating Expenditures LCFF $80,940

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
B. Data indicates that our unduplicated students / families have the least opportunities to engage in activities geared towards parent involvement and parent education as it relates to educational topics. Because of this need,the District will increase parental involvement sessions. These sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in attendance to parent engagement activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	District increased parental involvement sessions. These sessions were provided by district parent involvement team to parents on technology, communication and health and wellness. Increased services were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population.	LCFF 1000-1999: Certificated Personnel Salaries LCFF $3,149 2000-2999: Classified Personnel Salaries Title I $27,955 3000-3999: Employee Benefits Title I $4,814	LCFF 1000-1999: Certificated Personnel Salaries LCFF $4,731 2000-2999: Classified Personnel Salaries Title I $14,873 3000-3999: Employee Benefits LCFF $2,255

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. The inability to communicate with Spanish speaking and Hmong families has inhibited the District's ability to provide extensive services and information to families who speak Hmong or	The District provided instructional assistance to students and outreach and support to identified subgroups and Hmong/ Spanish speaking parents in regards to attendance, school events and	LCFF 2000-2999: Classified Personnel Salaries LCFF $28,045 LCFF 3000-3999: Employee Benefits LCFF $4,815	LCFF 2000-2999: Classified Personnel Salaries LCFF $16,419 LCFF 3000-3999: Employee Benefits LCFF $3,867

Spanish. Because of this need, the District will provide instructional assistance to students and outreach and support to identified subgroups and Hmong/ Spanish speaking parents in regards to attendance,school events and student progress. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in attendance, parental involvement from specified subgroups of students, and an increase in see increased academic achievement for the unduplicated student population as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

student progress. Increased services were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Programs and activities where parents become involved and are an integral part of the school included: OC parent engagement team provided multiple evening events where families engaged in interactive educational activities, the Migrant Education Program offered support to migrant parents throughout the school year by providing informational presentations on topics of interest to parents. Also, the After School Program and Parents Club provided opportunities for parents to assist them in becoming more involved in leadership and decision- making roles at the school site. By providing Hmong/Spanish translators and childcare at the meetings, more parents were able to attend and give input.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District overestimated needed budget for personnel salaries, and administrative office cost by $72,995.00. Although district LCAP indicated that parent engagement activities would be funded through Title 1, actual expenditures were budgeted through district budget from LCFF.

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

No changes will occur under this goal.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Access to a broad course of study as measured by review of teacher and/or master schedules **17-18** 2016-2017 100% access to a broad course of study. **Baseline** 2015-2016 100% access to a broad course of study.	2017-2018 Access to a broad course of study as measured by review of teacher and/or master schedules
Metric/Indicator Other outcomes of a broad course of study as measured by Physical Fitness Testing for grades 5th & 7th grade students	2016-2017 5th grade students HFZ Aerobic Capacity- 35.7% Body Composition- 40.5% Abdominal Strength- 21.4% Trunk Extension Strength-78.6%

Expected	Actual
17-18 2016-2017 62.1% of 5th grade students in the Healthy Fitness Zone 40.5% of 7th grade students in the Healthy Fitness Zone **Baseline** 2015-2016 57.1% of 5th grade students in the Healthy Fitness Zone 35.5% of 7th grade students in the Healthy Fitness Zone	Upper Body Strength-47.6% Flexibility- 38.1% 7th grade students HFZ Aerobic Capacity- 35.7% Body Composition- 53.6% Abdominal Strength- 25.0% Trunk Extension Strength- 92.9% Upper Body Strength- 53.6% Flexibility- 39.3% (Information collected from Data Quest 2016-17; Test Scores - Physical Fitness Test; Summary Report)

Actions / Services

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

Action 1

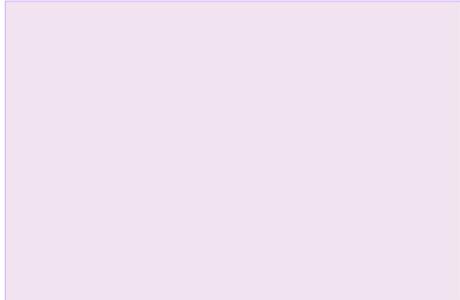| Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Our unduplicated students have the least opportunities to engage in a 21st century learning experiences that require instructional technology and technical support. Because of this need, the District will provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will maintain an Instructional Technology Coordinator and Contract a FCOE Technology Technician. Increased services will be principally directed toward the unduplicated student	The District provided HQT with technology support in integration of technology into their lessons and provided technical support for technology equipment. OC maintained an Instructional Technology Coordinator and a Contracted FCOE Technology Technician.	Instructional Technology Coordinator 1000-1999: Certificated Personnel Salaries LCFF $81,467	Instructional Technology Coordinator 1000-1999: Certificated Personnel Salaries LCFF $84,265
		1 day a week only 3000-3999: Employee Benefits LCFF $28,768	3000-3999: Employee Benefits LCFF $27,243
		LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF $18,810	LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF $20,087

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Our unduplicated students have the least opportunities to engage in creative thinking, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated	The LEA purchased materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allowed students to extend their learning past the school day through Chromebook checkout system (6-8th grade) in the ASP that increased appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases.	headphones for class use 4000-4999: Books And Supplies LCFF $26,315 computers (if replacements are needed) 4000-4999: Books And Supplies Title I $21,666 computer bags for safe chromebook / laptop travel 4000-4999: Books And Supplies Title IV $7,156	headphones for class use 4000-4999: Books And Supplies LCFF $2,496 computers (if replacements are needed) 4000-4999: Books And Supplies Title I $23,384 computer bags for safe chromebook / laptop travel 4000-4999: Books And Supplies Title IV $3,085

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

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. Our unduplicated students have the least opportunities to engage in opportunities to explore locations where they can observe varying fields of study and real life and physical fitness experiences. In order to meet that need, the District will provide real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 5th-8th grade, specialized presentations, and out of district competitions. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	The District provided real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 6th-8th grade, specialized presentations, and out of district competitions, such as: 3D Printing Class, hip hop class, Multicultural studies class, yearbook class, drama, art, leadership, coding, drone club, folkloric dancing class, choir and guitar music class, Peach Blossom, FCSS Spelling Bee, Career Day, Portfolio Day. Field trips to: Billy Bob's Pumpkin Patch, Fresno Zoological Gardens, Amtrak Ride to Hanford, Fresno Arts Academy, Grizzly Baseball Game, The Big Fresno Fair, The Mission San Juan Bautista, Monterey Bay Aquarium, Fresno Art Museum, Arte America, Scout Island, Camp Keep, and the Downing Planetarium at Fresno State.	LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF $2,648 5000-5999: Services And Other Operating Expenditures LCFF $319	LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF $2,648 5000-5999: Services And Other Operating Expenditures LCFF $790

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. When reviewing data for all students at Orange Center School, data indicates that although positive gains are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics and that Orange Center serves a large number of EL students. Because of this need, District will provide a research based Dual Language program that gives students the opportunity to learn a second target language (Spanish / English), in the form of Dual Immersion Program. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	The District provided a research based Dual Language program that gives students the opportunity to learn a second target language (Spanish / English), in the form of Dual Immersion Program.	supplemental materials 4000-4999: Books And Supplies LCFF $5,000.00 BCLAD stipend 1000-1999: Certificated Personnel Salaries LCFF $1,000.00 specialized training 5800: Professional/Consulting Services And Operating Expenditures LCFF $3,000.00	supplemental materials 4000-4999: Books And Supplies LCFF $3,826 BCLAD stipend 1000-1999: Certificated Personnel Salaries LCFF $1,000 specialized training - object 52000 5800: Professional/Consulting Services And Operating Expenditures LCFF $930

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

An Instructional Technology Coordinator in conjunction with FCSS technical support supported all HQT with daily technical and instructional support in the ares of technology integration within lessons and basic technical support. Individual and group in-service

opportunities were available daily along with in-class support and demonstrations. Weekly training sessions included Lexia, Accelerated Reader, Brain Pop, Kahoot, Breakout EDU, Google Apps for Education, Illuminate Ed., and Google Expeditions. Weekly digital portfolio support meetings were held to support 6-8 teachers in the implementation of digital portfolios with their students. Students had access to weekly maker space areas within the library. Some of the activities included: bridge building with differing materials, constellation construction, catapults, windmills, crystals, and much more. Students were able to experience off-site field trips to fresno Chaffee Zoo, The Big Fresno Fair, Camp Keep, San Juan Batista Mission, Monterey Bay Aquarium, The Downing Planetarium at Fresno State, Scout Island. Offered elective classes for grades 6-8 included coding, 3d printing, guitar, choir, robotics, leadership, yearbook, debate, finance, and cultural appreciation. Students participated in county-wide spelling bees as well as Young Authors' Faire.

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

Orange Center's instructional technology Coordinator provided students with 21st century skills by delivering lessons encompassing Computer Coding and 3d Printing to students. These lessons included problem solving and collaboration among students. Students were engaged and enthusiastic about the objects that were created. Their creativity and artistic abilities and technological interests became evident through these lessons. All K-8 students have either an Ipad or a chromebook designate to them for use in their classroom. Maker space areas in the library during lunch time was very popular among students. Projects students worked on in these maker space periods required students to collaborate with in their group to overcome obstacles presented them with different challenges toward completing the task.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District did not spend as much money as budgeted for books and supplies by $26,392.00.

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

No changes will be made to this goal.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Superintendent developed materials for presentations to stakeholders that contained: 1) a clear description of what LCFF and what the LCAP plan process would entail, 2) data related to the eight state priorities as a point of reference for all stakeholder groups, 3) the district's current mission and vision. All of this information was compiled prior to key presentations in which input was solicited from each stakeholder group. Data regarding student attendance, discipline and suspension data and assessment data was shared using the student information system as well as state mandated CELDT test data, Accelerated Reader and DIBELS data was also used in presentations to stakeholders.

Presentations and corresponding materials were presented to the following groups:

- Orange Center CTA, teachers, classified and management/classified/confidential staff meetings held to review LCAP on 4/17/2018, 5/16/2018, 5/22/2018, 06/26/2018

- Staff: Staff meeting held 5/10/2018

- DAC / PAC Parent Meetings:1/17/2018, 2/21/2018, 3/21/2018

- Parent/ Community LCAP Meeting: 4/17/2018, 5/16/2018, 5/22/2018

- English Learner Advisory Committee: 1/17/2018, 2/21/2018, 3/21/2018

- District English Learner Advisory Committee: 1/17/2018, 2/21/2018, 3/21/2018

- Migrant: 8/30/2017, 10/25/2017, 1/31/2018, 2/21/2018, 4/18/2018

- Presented to classified/certificated/confidential staff for review and comments 6/20/2018

- The Orange Center student body completed a survey on 5/14-5/18/2017 in order to provide administration with feedback pertaining to meeting the district priorities.

- Unduplicated pupils were given the opportunity to share concerns and ideas through facilitated discussion & tiger chats 5/25/2018.

- Public hearing 6/20/2018 comments period 6/15/2018 -6/27/2018 Draft copies of the LCAP were available for parents and the public to obtain in the Orange Center School Office and on the district website and feedback was accepted via email, phone message, text messages, handwritten notes.

- DELAC, DAC, and PAC were presented with the final draft of the LCAP on 6/25/2018. No questions regarding the final LCAP arose during the final draft presentation.

- The Orange Center School Board approved the LCAP and the Budget for the 2018-2019 school year on June 27, 2018.

The district has increased efforts to reach out to all stakeholders. This year's process allowed for data to be shared with stakeholders through parent meetings and district website, as well as greater opportunity to be involved in the input process. The District does not have a classified bargaining unit but classified employees are given the opportunity to participate in the LCAP planning process during the ALL STAFF LCAP meetings, in addition to all other stakeholder LCAP meetings that were available.

Impact on LCAP and Annual Update

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

Stakeholder feedback indicated continued support for: technology for the classroom and extended past the school day, programs for advanced learners, intervention program for struggling students, increased numbers of academic and art focused extracurricular activities, field trips, improved facilities, additional training in the area of reading support and increased support for parents to help their own students with academic progress, continued services for 3 days with School psychologist, continue visitor sign (Raptor). All of these points of feedback are reflected in the plan.

Newly addressed areas:

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

Increase opportunities for teachers to plan instruction and pacing.

Provide Music classes for students.

Provide a cohesive Physical Education Curriculum.

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

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

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

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

Increase number instructional minutes and extended day opportunities (before school).

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

Cameras and radio communication on buses.

Safety cameras and digital sign for parent communication.

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

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

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

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

Increase opportunities for parent education and parent involvment.

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

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

Increase student achievement of all students and sub groups

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Standardized Assessments as measured by ELA CAASPP scores Distance from level 3	ELA: 2015-2016 +10.5 points (Low- 32 points below 'Met')	ELA: 2016-2017 29 points below 'Met'	ELA: 2017-2018 25 points below 'Met'	ELA: 2018-2019 20 points below 'Met'
State Standardized Assessments as	Mathematics 2015-2016	Mathematics 2016-2017	Mathematics 2017-2018	Mathematics 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by Math CAASPP scores Distance from level 3	+15 points (Low- 87.9 points below 'Met')	(Low- 80 points below 'Met')	(Low- 75 points below 'Met')	(Low- 70 points below 'Met')
Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review	2016-2017 School board adoption of "sufficiency of Instructional Materials" resolution	2017-2018 School board adoption of "sufficiency of Instructional Materials" resolution	2018-2019 School board adoption of "sufficiency of Instructional Materials" resolution	2019-2020 School board adoption of "sufficiency of Instructional Materials" resolution
State Standards Implemented as measured by State Reflection Tool	State standards Implemented as measured by 2016-2017 Average score of 4.0	State standards Implemented as measured by 2017-2018 Average score of 4.0	State standards Implemented as measured by 2018-2019 Average score of 4.0	State standards Implemented as measured by 2019-2020 Average score of 4.0
EL access to state standards/ELD standards (included with tool used above)	2015-2016 Average score of 4.0	2016-2017 Average score of 4.0	2017-2018 Average score of 4.5	2018-2019 Average score of 5.0
EL annual growth as measured by CELDT/ELPAC annual growth data	2016-2017 Percent of ELs making annual growth in English: 63.5	2017-2018 Percent of ELs making annual growth in English: 68.5	2018-2019 Percent of ELs making annual growth in English: 73.5	2019-2020 Percent of ELs making annual growth in English: 78.5
EL reclassification as measured by prior year number of re-designated students	2015-2016 15 students- 9%	2016-2017 1 student- .8%	2017-2018 5%	2018-2019 10%

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

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A. When reviewing data for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of students who are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff must be hired and retained. As a	A. When reviewing data for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of students who are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff must be hired and retained. As a	A. When reviewing data for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of students who are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff must be hired and retained. As a

result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$941,046	$954,089	$1,017,836
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF
Amount	$424,524	$427,500	$459,606
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: EL Students
[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
[Add Students to be Served selection here]

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

Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
B. Orange Center School District English Learner Students need to progress in the area of english language acquisition in order to access the curriculum and in order to increase the number of English Learner students who are reclassified. Because of this need the District will provide English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students. These services will be principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. As a result, the district expects to see an increase in academic achievement for all EL students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	B. Orange Center School District English Learner Students need to progress in the area of english language acquisition in order to access the curriculum and in order to increase the number of English Learner students who are reclassified. Because of this need the District will provide English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students. These services will be principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. As a result, the district expects to see an increase in academic achievement for all EL students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	B. Orange Center School District English Learner Students need to progress in the area of english language acquisition in order to access the curriculum and in order to increase the number of English Learner students who are reclassified. Because of this need the District will provide English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students. These services will be principally directed toward the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. As a result, the district expects to see an increase in academic achievement for all EL students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$71,854	$75,000	$77,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries
Amount	$22,343	$29,700	$24,190
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$41,226	$42,875	$44,590
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$4,420.00	$4,420.00	$4,420.00
Source	Title III	Title III	Title III
Budget Reference	4000-4999: Books And Supplies EL Support Materials and supplies	4000-4999: Books And Supplies EL Support Materials and supplies	4000-4999: Books And Supplies EL Support Materials and supplies

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| English Learners
Foster Youth
Low Income | LEA-wide | All Schools |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
C. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History. These services will be principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for unduplicated students as measured by CAASPP Math and ELA , district assessments in History and Science, as well as increased percentages of ELs making annual growth in the ELPAC.	C. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History. These services will be principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for unduplicated students as measured by CAASPP Math and ELA , district assessments in History and Science, as well as increased percentages of ELs making annual growth in the ELPAC.	C. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History. These services will be principally directed toward teachers who serve the unduplicated student population and are effective in meeting this district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for unduplicated students as measured by CAASPP Math and ELA , district assessments in History and Science, as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$19,998	$15,000	$21,664
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF
Amount	$19,332	$15,349	$21,366
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount		3,000.00	
Source		LCFF	
Budget Reference		3000-3999: Employee Benefits	

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: EL, Foster Youth, Low Income

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners	LEA-wide	Specific Grade Spans: 1st-8th Grade
Foster Youth	[Add Scope of Services selection here]	[Add Location(s) selection here]
Low Income		
[Add Students to be Served selection here]		

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
D. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data. As a result, we expect to see increased academic achievement for all students as measured by: CAASPP Math and ELA , ELPAC, RESULTS, and STAR Reading.	D. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data. As a result, we expect to see increased academic achievement for all students as measured by: CAASPP Math and ELA , ELPAC, RESULTS, and STAR Reading.	D. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data. As a result, we expect to see increased academic achievement for all students as measured by: CAASPP Math and ELA , ELPAC, RESULTS, and STAR Reading.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,102	$35,000	$32,610
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$21,130	$15,500	$22,890
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$5,000.00	$6,000.00	$5,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
E. School data indicates that 31% of the 16 general education and SPED teachers on campus hold a Provisionary Credential (STIP, PIP, or Intern). In order to maintain consistent staff, highly qualified and fully credentialed teachers, Orange Center will include actions to support teachers in opportunities for CSET test preparation in the form of CSET test Prep and BTSA teacher support. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	E. School data indicates that 28% of the 16 general education and SPED teachers on campus hold a Provisionary Credential (STIP, PIP, or Intern). In order to maintain consistent staff, highly qualified and fully credentialed teachers, Orange Center will include actions to support teachers in opportunities for CSET test preparation in the form of CSET test Prep and BTSA teacher support. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	E. School data indicates that 31% of the 16 general education and SPED teachers on campus hold a Provisionary Credential (STIP, PIP, or Intern). In order to maintain consistent staff, highly qualified and fully credentialed teachers, Orange Center will include actions to support teachers in opportunities for CSET test preparation in the form of CSET test Prep and BTSA teacher support. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,000.00	$6,000.00	$4,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Maintained as measured by annual FITs or SARC review.	FIT Score- 2015-2016 - "good" (Actual)	FIT Score- 2016-2017 - "good" .	FIT Score-2018-2019 - "excellent" (Goal)	FIT Score- 2019-2020 - "excellent" . (Goal)
Attendance as measured by district average attendance	Attendance: 2015-2016 (96.6%) (Actual)	Attendance: 2016-2017 (97.6%) (Actual)	Attendance: 2017-2018 (98.6%) (Goal)	Attendance: 2018-2019 (100%) (Goal)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism as measured by % students with 10% or more absenteeism	Chronic Absenteeism: 2015-2016 (9.2%)	Chronic Absenteeism: 2016-2017 (8.2%)	Chronic Absenteeism: 2017-2018(15%) (Goal)	Chronic Absenteeism: 2018-2019 (10%) (Goal)
M.S. Dropout Rate	M.S. Dropout Rate: 2015-2016 (0%)	M.S. Dropout Rate: 2016-2017 (0%)	M.S. Dropout Rate: 2017-2018 (0%)	M.S. Dropout Rate: 2018-2019 (0%)
Suspension rate	Suspension rate: 2015-2016 (6.5%)	Suspension rate: 2016- 2017: 5.5 %	Suspension rate: Fall 2018: 2 % Declined Significantly 2.3% (Goal)	Suspension rate: Fall 2019: 1 % Declined Significantly 1% (Goal)
Expulsion rate	Expulsion rate: 2015-2016 (0%)	Expulsion rate: 2016-2017 (0%)	Expulsion rate: 2017-2018 (0%)	Expulsion rate: 2018-2019 (0%)
School Climate Survey • % responses high levels for school connectedness. • % responses feel very safe at school	School Climate Survey (2nd-8th grade) • % responses high levels for school connectedness. 2016-2017 Very Connected- 74.3% Somewhat Connected- 21.9% Not Connected- 3.8%	School Climate Survey (2nd-8th grade) • % responses high levels for school connectedness. 2017-2018 Very Connected- 90% Somewhat Connected- 10% Not Connected- 0%	School Climate Survey (2nd-8th grade) (Goal) • % responses high levels for school connectedness. 2018-2019 Very Connected- 95% Somewhat Connected- 5% Not Connected- 0% • % responses of students feel	School Climate Survey (2nd-8th grade) (Goal) • % responses high levels for school connectedness. 2018-2019 Very Connected- 100% Somewhat Connected- 0% Not Connected- 0% • % responses of students feel

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• % responses of students feel very safe at school 2016-2017 Very Safe- 66% Somewhat Safe- 33% Not safe- 6%	• % responses of students feel very safe at school 2017-2018 Very Safe- 100% Somewhat Safe- 0 % Not safe- 0%	very safe at school 2018-2019 Very Safe- 100% Somewhat Safe- 0% Not safe-0%	very safe at school 2018-2019 Very Safe- 100% Somewhat Safe- 0% Not safe- 0%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$32,178	$60,953	$35,227
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Transportation costs	2000-2999: Classified Personnel Salaries Transportation costs	2000-2999: Classified Personnel Salaries Transportation costs
Amount	$14,452	$30,000	$15,807
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Transportation Costs	3000-3999: Employee Benefits Transportation Costs	3000-3999: Employee Benefits Transportation Costs
Amount	$5,920	$10,500	$6,544
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Transportation Costs	4000-4999: Books And Supplies Transportation Costs	4000-4999: Books And Supplies Transportation Costs
Amount	$14,315	0.0	$15,821
Source	LCFF	LCFF	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs Transportation Costs	5700-5799: Transfers Of Direct Costs Transportation Costs	5700-5799: Transfers Of Direct Costs Transportation Costs

Amount	$16,312	$20,000	$18,029
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation Costs	5000-5999: Services And Other Operating Expenditures Transportation Costs	5800: Professional/Consulting Services And Operating Expenditures Transportation Costs
Amount	$16,016	$16,683	$17,517
Source	Title IV	Title IV	Title IV
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries Transportation Costs	2000-2999: Classified Personnel Salaries Transportation Costs
Amount	$6,779	$7,061	$7,343
Source	Title IV	Title IV	Title IV
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

| Modified Action | Modified Action | Modified Action |

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
B. To provide a safe and comfortable learning and collaboration environment facilities, furniture, and grounds must be well maintained. Digital check in system and background check system will be implemented.	B. To provide a safe and comfortable learning and collaboration environment facilities, furniture and grounds must be well maintained.	B. To provide a safe and comfortable learning and collaboration environment facilities, furniture, and grounds must be well maintained.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$117,951	$100,000	$127,781
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries LCFF	2000-2999: Classified Personnel Salaries LCFF	2000-2999: Classified Personnel Salaries LCFF
Amount	$45,918	$47,831	$50,223
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Furniture and materials for learning /safe environment / signage	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$47,894	$75,000	$52,936
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Raptor Technologies	4000-4999: Books And Supplies Raptor Technologies / Furniture and materials for learning safe environment / signage	4000-4999: Books And Supplies Raptor Technologies / Furniture and materials for learning safe environment / signage

Amount	$126,530	$30,000	$139,848
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	$123,537	$100,000	$136,541
Source	LCFF	LCFF	LCFF
Budget Reference	5900: Communications Radios- upgrade, replace	5900: Communications upgrade, replace, public announcement system, cameras	5900: Communications upgrade, replace, public announcement system, cameras
Amount	$94,111.00	$40,000.00	$94,111.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies General materials and supplies	4000-4999: Books And Supplies General materials and supplies	4000-4999: Books And Supplies General materials and supplies
Amount	$166,933	$166,933	$166,933
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Services for general facilities upkeep, sanitation and safety	5000-5999: Services And Other Operating Expenditures Services for general facilities upkeep, sanitation and safety	5000-5999: Services And Other Operating Expenditures Services for general facilities upkeep, sanitation and safety
Amount	$24,000.00	$24,000.00	$24,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Maintenance professional consulting services	5800: Professional/Consulting Services And Operating Expenditures Maintenance professional consulting services	5800: Professional/Consulting Services And Operating Expenditures Maintenance professional consulting services

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

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
C. District data indicates a need for increased parent involvement and increased number of opportunities for students to demonstrate visual and performing art skills, such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA	C. District data indicates a need for increased parent involvement and increased number of opportunities for students to demonstrate visual and performing art skills, such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA	C. District data indicates a need for increased parent involvement and increased number of opportunities for students to demonstrate visual and performing art skills, such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA

opportunities. In order to meet the need of appropriate performing space, the district will provide a solution to improving airflow/cooling in the Auditorium/Cafeteria in order to provide an appropriate environment for activities that will be principally directed toward the entire student population. The district will expect to see an increase in the number of parents attending parent involvement activities and an increase in the number of VAPA opportunities available to students.

opportunities. In order to meet the need, the district will provide a sound system and digital sign in the Auditorium/Cafeteria in order to provide an appropriate environment for activities that will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA opportunities. The district will expect to see an increase in the number of parents attending parent involvement activities and an increase in the number of VAPA opportunities available to students.

opportunities. In order to meet the need, the district will update stage area and performance area in the Auditorium/Cafeteria in order to provide an appropriate environment for activities that will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, specialized parent meetings, and extracurricular/ VAPA opportunities. The district will expect to see an increase in the number of parents attending parent involvement activities and an increase in the number of VAPA opportunities available to students.

Budgeted Expenditures

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

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Schoolwide

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

D. Our unduplicated students have the least opportunities to engage in preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPA. In addition, the district expects to decrease

2018-19 Actions/Services

D. Our unduplicated students have the least opportunities to engage in preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time, in addition to our district registered school nurse. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPA. In addition,

2019-20 Actions/Services

D. Our unduplicated students have the least opportunities to engage in preventative health care experiences in and outside of the regular school day. Because of this need the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time, in addition to our district registered school nurse. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPA. In addition,

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,102	$35,000	$32,610
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries LCFF	2000-2999: Classified Personnel Salaries LCFF	2000-2999: Classified Personnel Salaries LCFF
Amount	$21,130	$25,000	$22,890
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits LCFF
Amount		8316	
Source		LCFF	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Registered School Nurse	

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
E. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that identify students who are in need of academic and behavior programs and intervention, in and outside of the regular school day. Because of this need the District will provide Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place, Time to Teach behavior program will be continued and will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. District will encourage an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities, banners, motivational speakers, rallies). As a result, we expect to see increased academic achievement	E. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that identify students who are in need of academic and behavior programs and intervention, in and outside of the regular school day. Because of this need the District will provide Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place, Time to Teach behavior program will be continued and will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. District will encourage an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities, banners, motivational speakers, rallies). As a result, we expect to see increased academic achievement	E. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that identify students who are in need of academic and behavior programs and intervention, in and outside of the regular school day. Because of this need the District will provide Positive Behavior Intervention and Support Program to assure character education and behavior interventions are in place, Time to Teach behavior program will be continued and will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. District will encourage an increase of clubs and campus activities to support positive school climate. (PBIS stipends, behavior/attendance incentives, supplies for activities, banners, motivational speakers, rallies). As a result, we expect to see increased academic achievement

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,528	$4,500	$3,822
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF
Amount	$9,000	$16,979	$9,923
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies LCFF	4000-4999: Books And Supplies LCFF	4000-4999: Books And Supplies LCFF

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Specific Student Groups: students identified through discipline/ social skills SST [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners	LEA-wide	All Schools
Foster Youth	[Add Scope of Services selection here]	[Add Location(s) selection here]
Low Income		
[Add Students to be Served selection here]		

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
F. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that assist those who are in need of social skills and counselling services, in and outside of the regular school day. Because of this need the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. To supplement the core scheduled 2 days. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	F. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that assist those who are in need of social skills and counselling services, in and outside of the regular school day. Because of this need the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. To supplement the core scheduled 2 days. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	F. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that assist those who are in need of social skills and counselling services, in and outside of the regular school day. Because of this need the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. To supplement the core scheduled 2 days. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Additionally, the district expects to see a decrease in suspensions and absences for students in the unduplicated population.	Additionally, the district expects to see a decrease in suspensions and absences for students in the unduplicated population.	Additionally, the district expects to see a decrease in suspensions and absences for students in the unduplicated population.

Budgeted Expenditures

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

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

G. Due to extenuating circumstances, many of our unduplicated students have not had the opportunity to engage in activities that assist those who are in need of social skills and counselling services, in and outside of the regular school day. Because of this need the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time. Services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. To supplement the core scheduled 2 days. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Additionally, the district expects to see a decrease in suspensions and absences for students in the unduplicated population.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$22,000.00	$28,000.00	$22,00.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2 required days	5800: Professional/Consulting Services And Operating Expenditures 2 required days	5800: Professional/Consulting Services And Operating Expenditures 2 required days

Action 8

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
H. The district is required to provided a Sex Education / HIV Prevention course for students in one of their middle school years. Because of this requirement, the District will provide a Sex Education / HIV Prevention course for students in the 7th	H. The district is required to provided a Sex Education / HIV Prevention course for students in one of their middle school years. Because of this requirement, the District will provide a Sex Education / HIV Prevention course for students in the 7th	H. The district is required to provided a Sex Education / HIV Prevention course for students in one of their middle school years. Because of this requirement, the District will provide a Sex Education / HIV Prevention course for students in the 7th

grade. As a result, we expect to meet the state requirement.

grade. As a result, we expect to meet the state requirement.

grade. As a result, we expect to meet the state requirement.

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Classroom teacher feedback and student SBAC assessment data indicates a need for continued professional development in rigor, implementation and integration of the common core standards. Implementation of the CCSS will be assured through regular classroom visitations and documentation.

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

Specific Schools: Orange Center

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A. Our unduplicated students have the least opportunities to engage in creative thinking and hands on learning and STEAM experiences, to further learning, outside of the regular school day.	A. Our unduplicated students have the least opportunities to engage in creative thinking and hands on learning and STEAM experiences, to further learning, outside of the regular school day.	A. Our unduplicated students have the least opportunities to engage in creative thinking and hands on learning and STEAM experiences, to further learning, outside of the regular school day.

Because of this need, our LEA will purchase materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Because of this need, our LEA will purchase materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Because of this need, our LEA will purchase materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$18,394	$1,000	$20,330
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Greenfield Lexia	5800: Professional/Consulting Services And Operating Expenditures LCFF - Greenfield Lexia	5800: Professional/Consulting Services And Operating Expenditures LCFF - Greenfield Lexia
Amount	$4,093	$3,000	$4,523
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - IXL	5800: Professional/Consulting Services And Operating Expenditures LCFF - IXL	5800: Professional/Consulting Services And Operating Expenditures LCFF - IXL

Amount	$2,988	$3,500	$3,302
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Reflex Math	5800: Professional/Consulting Services And Operating Expenditures LCFF - Reflex Math	5800: Professional/Consulting Services And Operating Expenditures LCFF - Reflex Math
Amount	$1,489	$2,000	$1,645
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies LCFF - Brain Pop	4000-4999: Books And Supplies LCFF - Brain Pop	4000-4999: Books And Supplies LCFF - Brain Pop
Amount	$5,892	$6,203	$6,513
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures LCFF - Illuminate	5800: Professional/Consulting Services And Operating Expenditures LCFF - Illuminate
Amount	$4,176	$5,000	$4,616
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF - Renaissance	5800: Professional/Consulting Services And Operating Expenditures LCFF - Renaissance	5800: Professional/Consulting Services And Operating Expenditures LCFF - Renaissance
Amount	$13,724.00	$20,000.00	$13,724.00
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Instructional Material	4000-4999: Books And Supplies Instructional Material	4000-4999: Books And Supplies Instructional Material

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
B. When reviewing data for all students at Orange Center School, data indicates that although positive gains are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement and in order to continue the implementation and rigor of the Common Core standards, to meet the needs of targeted students, staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards increased services will be principally directed toward the	B. When reviewing data for all students at Orange Center School, data indicates that although positive gains are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement and in order to continue the implementation and rigor of the Common Core standards, to meet the needs of targeted students, staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards increased services will be principally directed toward the	B. When reviewing data for all students at Orange Center School, data indicates that although positive gains are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement and in order to continue the implementation and rigor of the Common Core standards, to meet the needs of targeted students, staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards increased services will be principally directed toward the

unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$560	$583	$612
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF
Amount	$1,536	$5,000	$1,697
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies LCFF	4000-4999: Books And Supplies LCFF	4000-4999: Books And Supplies LCFF
Amount	$11,664.00	$11,664	$11,664
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Teacher Training - ELA and Math	5800: Professional/Consulting Services And Operating Expenditures Teacher Training - ELA and Math	5000-5999: Services And Other Operating Expenditures Teacher Training - ELA and Math
Amount	$11,664.00	$11,664	$11,664
Source	Title II	Title II	Title II
Budget Reference	4000-4999: Books And Supplies Teacher resources - ELA	4000-4999: Books And Supplies Teacher resources - ELA	4000-4999: Books And Supplies Teacher resources - ELA

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
C. Our unduplicated students have the least opportunities to engage in creative thinking, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCOE Curriculum and Instruction Department increased services will be	C. Our unduplicated students have the least opportunities to engage in creative thinking, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCOE Curriculum and Instruction Department increased services will be	C. Our unduplicated students have the least opportunities to engage in creative thinking, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will continue Common Core standard implementation and technology integration, the district will provide professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCOE Curriculum and Instruction Department increased services will be

principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$81,522.00	$40,000.00	$81,522.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF	5800: Professional/Consulting Services And Operating Expenditures LCFF	5800: Professional/Consulting Services And Operating Expenditures LCFF
Amount	$131,997.00	$131,997	$131,997
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies supplement core	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
D. State law requires that all students have access to state adopted core curriculum. Because of this need, the district will purchase state adopted curriculum in order to provide students with CC standards based materials and in order for hte district to offer a rigorous broad course of study. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	D. State law requires that all students have access to state adopted core curriculum. Because of this need, the district will purchase state adopted curriculum in order to provide students with CC standards based materials and in order for hte district to offer a rigorous broad course of study. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	D. State law requires that all students have access to state adopted core curriculum. Because of this need, the district will purchase state adopted curriculum in order to provide students with CC standards based materials and in order for hte district to offer a rigorous broad course of study. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$42,817	$44,958
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted LCFF - Core	0000: Unrestricted LCFF - Core	0000: Unrestricted LCFF - Core

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	engagement activities was 57.			

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A. Data indicates that our unduplicated students / families have the least opportunities to become aware of vital school information and educational topics.	A. Data indicates that our unduplicated students / families have the least opportunities to become aware of vital school information and educational topics.	A. Data indicates that our unduplicated students / families have the least opportunities to become aware of vital school information and educational topics.

Because of this need, administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, education related participation incentives, childcare / educational activities made available during all evening parent meetings will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in attendance to parent engagement activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Because of this need, in administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, education related participation incentives, childcare / educational activities made available during all evening parent meetings will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in attendance to parent engagement activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Because of this need, in administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, education related participation incentives, childcare / educational activities made available during all evening parent meetings will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in attendance to parent engagement activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$120,107	$130,440	$130,441
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF / Base	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF
Amount	$28,278	$40,400	$30,634
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits LCFF

Amount	$28,842	$30,044	$31,245
Source	Title I	Title I	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$5,656	$5,892	$6,128
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$831	$5,000	$920
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$13,800.00	$7,500.00	$13,800.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences and Professional Learning Costs	5000-5999: Services And Other Operating Expenditures Conferences and Professional Learning Costs	5000-5999: Services And Other Operating Expenditures Conferences and Professional Learning Costs
Amount	$120,225.00	$100,000.00	$120,225.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Office and Administrative Expenditures	5800: Professional/Consulting Services And Operating Expenditures Office and Administrative Expenditures	5800: Professional/Consulting Services And Operating Expenditures Office and Administrative Expenditures

Amount		22,617.00	
Source		LCFF	
Budget Reference		2000-2999: Classified Personnel Salaries	
Amount		13,632.52	
Source		LCFF	
Budget Reference		3000-3999: Employee Benefits	

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

B. Data indicates that our unduplicated students / families have the least opportunities to engage in activities geared towards parent involvement and parent education as it relates to educational topics. Because of this need,the District will increase parental involvement sessions. These sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in attendance to parent engagement activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

B. Data indicates that our unduplicated students / families have the least opportunities to engage in activities geared towards parent involvement and parent education as it relates to educational topics. Because of this need,the District will increase parental involvement sessions. These sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in attendance to parent engagement activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

B. Data indicates that our unduplicated students / families have the least opportunities to engage in activities geared towards parent involvement and parent education as it relates to educational topics. Because of this need,the District will increase parental involvement sessions. These sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in attendance to parent engagement activities and an increase in academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,149	$5,500	$3,411
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries

Amount	$27,955	$29,120	$30,285
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	$4,814	$8,218	$5,216
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

C. The inability to communicate with Spanish speaking and Hmong families has inhibited the District's ability to provide extensive services and information to families who speak Hmong or Spanish. Because of this need, the District will provide instructional assistance to students and outreach and support to identified subgroups and Hmong/ Spanish speaking parents in regards to attendance,school events and student progress. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to see an increase in attendance, parental involvement from specified subgroups of students, and an increase in see increased academic achievement for the unduplicated student population as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$28,045	$29,120	$30,285
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries LCFF	2000-2999: Classified Personnel Salaries LCFF	2000-2999: Classified Personnel Salaries LCFF

Amount	$4815	$5,016	$5,217
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits LCFF

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Orange Center currently offers all core subjects required. In order to extend learning elective courses and music instruction has been added to students schedules. The need for extended learning experiences, field trips and vocational classes is still evident.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to a broad course of study as measured by review of teacher and/or master schedules	2015-2016 100% access to a broad course of study.	2016-2017 100% access to a broad course of study.	2017-2018 100% access to a broad course of study.	2018-2019 100% access to a broad course of study.
Other outcomes of a broad course of study as	2015-2016	2016-2017	2017-2018	2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by Physical Fitness Testing for grades 5th & 7th grade students	57.1% of 5th grade students in the Healthy Fitness Zone 35.5% of 7th grade students in the Healthy Fitness Zone	62.1% of 5th grade students in the Healthy Fitness Zone 40.5% of 7th grade students in the Healthy Fitness Zone	67.1% of 5th grade students in the Healthy Fitness Zone 60.5% of 7th grade students in the Healthy Fitness Zone	72.1% of 5th grade students in the Healthy Fitness Zone 65% of 7th grade students in the Healthy Fitness Zone

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A. Our unduplicated students have the least opportunities to engage in a 21st century learning experiences that require instructional technology and technical support. Because of this need, the District will provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will maintain an Instructional Technology Coordinator and Contract a FCOE Technology Technician. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA, increased exposure to technology & knowledge of jobs in the technology field, as well as increased percentages of ELs making annual growth in the ELPAC.	A. Our unduplicated students have the least opportunities to engage in a 21st century learning experiences that require instructional technology and technical support. Because of this need, the District will provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will maintain an Instructional Technology Coordinator and Contract a FCOE Technology Technician. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA, increased exposure to technology & knowledge of jobs in the technology field, as well as increased percentages of ELs making annual growth in the ELPAC.	A. Our unduplicated students have the least opportunities to engage in a 21st century learning experiences that require instructional technology and technical support. Because of this need, the District will provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will maintain an Instructional Technology Coordinator and Contract a FCOE Technology Technician. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA, increased exposure to technology & knowledge of jobs in the technology field, as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$81,467	$87,000	$88,255
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Technology Coordinator	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF

Amount	$28,768	$31,000	$31,166
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits 1 day a week only	3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits LCFF
Amount	$18,810	$22,000	$20,613
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF	5800: Professional/Consulting Services And Operating Expenditures LCFF	5800: Professional/Consulting Services And Operating Expenditures LCFF

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

B. Our unduplicated students have the least opportunities to engage in creative thinking, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

B. Our unduplicated students have hte least opportunities to engage in creative thinking, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

B. Our unduplicated students have the least opportunities to engage in creative thinking, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$26,315	$27,700	$29,085
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies headphones for class use	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	$21,666	$22,806	$23,946
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies computers (if replacements are needed)	4000-4999: Books And Supplies computers (if replacements are needed)	4000-4999: Books And Supplies computers (if replacements are needed)
Amount	$7,156	$7,533	$7,910
Source	Title IV	Title IV	Title IV
Budget Reference	4000-4999: Books And Supplies computer bags for safe chromebook / laptop travel	4000-4999: Books And Supplies computer bags for safe chromebook / laptop travel	4000-4999: Books And Supplies computer bags for safe chromebook / laptop travel
Amount		5,000.00	
Source		LCFF	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Library Services	
Amount		3000.00	
Source		LCFF	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Chromebook Insurance	

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
C. Our unduplicated students have the least opportunities to engage in opportunities to explore locations where they can observe varying fields of study and real life and physical fitness experiences. In order to meet that need, the District will provide real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 5th-8th grade, specialized presentations, and out of district competitions. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	C. Our unduplicated students have the least opportunities to engage in opportunities to explore locations where they can observe varying fields of study and real life and physical fitness experiences. In order to meet that need, the District will provide real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 5th-8th grade, specialized presentations, and out of district competitions. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	C. Our unduplicated students have the least opportunities to engage in opportunities to explore locations where they can observe varying fields of study and real life and physical fitness experiences. In order to meet that need, the District will provide real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 5th-8th grade, specialized presentations, and out of district competitions. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,648	$12,787	$2,926
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF	5800: Professional/Consulting Services And Operating Expenditures LCFF	5800: Professional/Consulting Services And Operating Expenditures LCFF
Amount	$319	$1,000	$353
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
D. When reviewing data for all students at Orange Center School, data indicates that although positive gains are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics and that Orange Center serves a large number of EL students. Because of this need, District will provide a research based Dual Language program that gives students the opportunity to learn a second target language (Spanish / English), in the form of Dual Immersion Program. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	D. When reviewing data for all students at Orange Center School, data indicates that although positive gains are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics and that Orange Center serves a large number of EL students. Because of this need, District will provide a research based Dual Language program that gives students the opportunity to learn a second target language (Spanish/English), in the form of Dual Immersion Program. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	D. When reviewing data for all students at Orange Center School, data indicates that although positive gains are being made there is still a low number of students are meeting grade level standards in ELA and Mathematics and that Orange Center serves a large number of EL students. Because of this need, District will provide a research based an program that gives students the opportunity to learn a second target language (Spanish/English), in the form of Dual Immersion Program. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have an increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000.00	$5,000.00	$5,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies supplemental materials	4000-4999: Books And Supplies supplemental materials	4000-4999: Books And Supplies supplemental materials

Amount	$1,000.00	$2,000.00	$3,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries BCLAD stipend	1000-1999: Certificated Personnel Salaries BCLAD stipend	1000-1999: Certificated Personnel Salaries BCLAD stipend
Amount	$3,000.00	$3,000.00	$6,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures specialized training	5800: Professional/Consulting Services And Operating Expenditures specialized training	5800: Professional/Consulting Services And Operating Expenditures specialized training

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

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

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

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

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

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

- English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students.

- Continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History with a strong emphasis on WRITING AND MATHEMATICS.

- Continued implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and creation of Mathematics intervention program, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data.

- Preventative healthcare measures through a site LVN

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

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

- Positive Behavior Intervention and Support Program

- Supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time.

- Purchase of materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies

- Staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards.

- Professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCOE Curriculum and Instruction Department

- Administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, education related participation incentives, child care / educational activities made available during all evening parent meetings digital Marquee.

- District will increase parental involvement sessions. These sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input.

- District will provide instructional assistants to students and outreach and support to identified subgroups and Hmong/ Spanish speaking parents in regards to attendance,school events and student progress.

- Provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will maintain an Instructional Technology Coordinator and Contract a FCOE Technology Technician.

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

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

- Purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases.

- Provide real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 5th-8th grade, specialized presentations, portfolio day, college visits, and out of district competitions.

- District will provide a research based an program that gives students the opportunity to learn a second target language (Spanish/English), in the form of Dual Immersion Program.

The above listed increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Orange Center School District be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Orange Center School District. Since our unduplicated student population count is 96.7%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services. In addition, using the same calculation tool, the proportionality percentage has been calculated at 40.34. Orange Center School District has demonstrated that it has met the 40.34 proportionality percentage by expending $925,343.00 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

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

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

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

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

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

- English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students.

- Continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History.

- Creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data.

- Preventative healthcare measures through a site LVN

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

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

- Positive Behavior Intervention and Support Program

- Supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time.

- Purchase of materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies

- Staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards.

- Professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCOE Curriculum and Instruction Department

- Administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, education related participation incentives, child care / educational activities made available during all evening parent meetings

- District will increase parental involvement sessions. These sessions will be provided by district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input.

- District will provide instructional assistants to students and outreach and support to identified subgroups and Hmong/ Spanish speaking parents in regards to attendance,school events and student progress.

- Provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will maintain an Instructional Technology Coordinator and Contract a FCOE Technology Technician.

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

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

- Purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases.

- Provide real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 5th-8th grade, specialized presentations, and out of district competitions.

- Research based Dual Language Program that gives students the opportunity to learn a second target language (Spanish / English), in the form of Dual Immersion Program.

The above listed increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Orange Center School District be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Orange Center School District. Since our unduplicated student population count is 96.7%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services. In addition, using the same calculation tool, the proportionality percentage has been calculated at 41.37%. Orange Center School District has demonstrated that it has met the 41.37% proportionality percentage by expending $873,874 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA.

LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

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

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds
> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

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

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

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

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

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

   A. The implementation of state board adopted academic content and performance standards for all students, which are:

      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

      b. Mathematics – CCSS for Mathematics

      c. English Language Development (ELD)

      d. Career Technical Education

      e. Health Education Content Standards

      f. History-Social Science

      g. Model School Library Standards

      h. Physical Education Model Content Standards

      i. Next Generation Science Standards

      j. Visual and Performing Arts

      k. World Language; and

   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

   B. How the school district will promote parental participation in programs for unduplicated pupils; and

   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

   A. Statewide assessments;

   B. The Academic Performance Index;

   C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

   D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

   E. The English learner reclassification rate;

   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

   A. School attendance rates;

   B. Chronic absenteeism rates;

   C. Middle school dropout rates;

   D. High school dropout rates; and

   E. High school graduation rates;

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

    (1) The number of 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 5 *CCR* Section 1039.1.

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

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

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

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

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

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

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

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

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

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

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

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

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	3,502,461.00	2,814,521.75	3,502,461.00	3,465,642.52	3,715,006.00	10,683,109.52
LCFF	3,168,882.00	2,631,147.75	3,168,882.00	3,115,665.52	3,398,602.00	9,683,149.52
Lottery	13,724.00	19,675.00	13,724.00	20,000.00	13,724.00	47,448.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Title I	262,156.00	121,983.00	262,156.00	270,952.00	242,162.00	775,270.00
Title II	23,328.00	14,318.00	23,328.00	23,328.00	23,328.00	69,984.00
Title III	4,420.00	13,481.00	4,420.00	4,420.00	4,420.00	13,260.00
Title IV	29,951.00	13,917.00	29,951.00	31,277.00	32,770.00	93,998.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	3,502,461.00	2,814,521.75	3,502,461.00	3,465,642.52	3,715,006.00	10,683,109.52
0000: Unrestricted	40,000.00	27,534.00	40,000.00	42,817.00	44,958.00	127,775.00
1000-1999: Certificated Personnel Salaries	1,301,653.00	1,283,182.00	1,301,653.00	1,339,156.00	1,377,286.00	4,018,095.00
2000-2999: Classified Personnel Salaries	293,473.00	277,441.00	293,473.00	336,368.00	350,905.00	980,746.00
3000-3999: Employee Benefits	628,607.00	530,551.00	628,607.00	689,750.52	681,310.00	1,999,667.52
4000-4999: Books And Supplies	387,723.00	172,830.75	387,723.00	391,599.00	400,522.00	1,179,844.00
5000-5999: Services And Other Operating Expenditures	202,716.00	162,862.00	202,716.00	195,433.00	192,750.00	590,899.00
5700-5799: Transfers Of Direct Costs	14,315.00	3,543.00	14,315.00	0.00	15,821.00	30,136.00
5800: Professional/Consulting Services And Operating Expenditures	490,437.00	338,778.00	490,437.00	350,519.00	494,913.00	1,335,869.00
5900: Communications	123,537.00	0.00	123,537.00	100,000.00	136,541.00	360,078.00
6000-6999: Capital Outlay	20,000.00	17,800.00	20,000.00	20,000.00	20,000.00	60,000.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	3,502,461.00	2,814,521.75	3,502,461.00	3,465,642.52	3,715,006.00	10,683,109.52
0000: Unrestricted	LCFF	40,000.00	27,534.00	40,000.00	42,817.00	44,958.00	127,775.00
1000-1999: Certificated Personnel Salaries	LCFF	1,272,811.00	1,268,799.00	1,272,811.00	1,309,112.00	1,377,286.00	3,959,209.00
1000-1999: Certificated Personnel Salaries	Title I	28,842.00	14,383.00	28,842.00	30,044.00	0.00	58,886.00
2000-2999: Classified Personnel Salaries	LCFF	208,276.00	239,079.00	208,276.00	247,690.00	258,513.00	714,479.00
2000-2999: Classified Personnel Salaries	Title I	69,181.00	29,746.00	69,181.00	71,995.00	74,875.00	216,051.00
2000-2999: Classified Personnel Salaries	Title IV	16,016.00	8,616.00	16,016.00	16,683.00	17,517.00	50,216.00
3000-3999: Employee Benefits	LCFF	611,358.00	524,739.00	611,358.00	668,579.52	662,623.00	1,942,560.52
3000-3999: Employee Benefits	Title I	10,470.00	3,596.00	10,470.00	14,110.00	11,344.00	35,924.00
3000-3999: Employee Benefits	Title IV	6,779.00	2,216.00	6,779.00	7,061.00	7,343.00	21,183.00
4000-4999: Books And Supplies	LCFF	197,096.00	60,877.75	197,096.00	193,179.00	206,861.00	597,136.00
4000-4999: Books And Supplies	Lottery	13,724.00	19,675.00	13,724.00	20,000.00	13,724.00	47,448.00
4000-4999: Books And Supplies	Title I	153,663.00	74,258.00	153,663.00	154,803.00	155,943.00	464,409.00
4000-4999: Books And Supplies	Title II	11,664.00	1,454.00	11,664.00	11,664.00	11,664.00	34,992.00
4000-4999: Books And Supplies	Title III	4,420.00	13,481.00	4,420.00	4,420.00	4,420.00	13,260.00
4000-4999: Books And Supplies	Title IV	7,156.00	3,085.00	7,156.00	7,533.00	7,910.00	22,599.00
5000-5999: Services And Other Operating Expenditures	LCFF	191,052.00	149,998.00	191,052.00	195,433.00	181,086.00	567,571.00
5000-5999: Services And Other Operating Expenditures	Title II	11,664.00	12,864.00	11,664.00	0.00	11,664.00	23,328.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5700-5799: Transfers Of Direct Costs	LCFF	14,315.00	3,543.00	14,315.00	0.00	15,821.00	30,136.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	490,437.00	338,778.00	490,437.00	338,855.00	494,913.00	1,324,205.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	0.00	11,664.00	0.00	11,664.00
5900: Communications	LCFF	123,537.00	0.00	123,537.00	100,000.00	136,541.00	360,078.00
6000-6999: Capital Outlay	LCFF	20,000.00	17,800.00	20,000.00	20,000.00	20,000.00	60,000.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	1,606,975.00	1,480,683.00	1,606,975.00	1,629,433.00	1,735,172.00	4,971,580.00
Goal 2	983,121.00	668,733.00	983,121.00	889,456.00	1,015,006.00	2,887,583.00
Goal 3	329,699.00	181,829.75	329,699.00	284,428.00	338,767.00	952,894.00
Goal 4	386,517.00	313,522.00	386,517.00	432,499.52	407,807.00	1,226,823.52
Goal 5	196,149.00	169,754.00	196,149.00	229,826.00	218,254.00	644,229.00

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