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

The total revenue projected for Orange Center Elementary School District is $5,617,424, of which $3,764,936 is Local Control Funding Formula (LCFF), $348,761 is other state funds, $331,277 is local funds, and $1,172,450 is federal funds. Of the $1,172,450 in federal funds, $615,820 are federal CARES Act funds. Of the $3,764,936 in LCFF Funds, $1,069,180 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.

![Budgeted Expenditures in the Learning Continuity Plan]

This chart provides a quick summary of how much Orange Center Elementary School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Orange Center Elementary School District plans to spend $5,802,596 for the 2020-21 school year. Of that amount, $309,150 is tied to actions/services in the Learning Continuity Plan and $5,493,446 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

- General fund expenditures not included in the LCP include the LCFF Base grant funding, as well as other state and federal dollars. The base grant funding is used to fund base programs such as classroom personnel like teachers ($1,088,134) and aides ($88,016), school administration ($231,652), central office staff ($193,819), operating costs such as PG&E ($249,536), custodial staffing ($190,470), special education ($133,168), etc. Other state and federal programs not included are most categorical programs.

Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Orange Center Elementary School District is projecting it will receive $1,069,180 based on the enrollment of foster youth, English learner, and low-income students. Orange Center Elementary School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Orange Center Elementary School District plans to spend $70,300 towards meeting this requirement, as described in the Learning Continuity Plan.
The “contributing” actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help Orange Center School District balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 40.83% using the dollar amount of $1,073,615.00. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending $1,073,615.00 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans such as the LCAP.

In addition to the actions/services described in this plan as “contributing”, the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement:

- 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 in 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

- 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

- 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 the
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 FCSS Technology Technician.

• 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 program that gives students the opportunity to learn a
second target language (Spanish/English), in the form of Dual Immersion Program.
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20

![Chart comparing budgeted and actual expenditures for high needs students in 2019-20.]

This chart compares what Orange Center Elementary School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Orange Center Elementary School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Orange Center Elementary School District's LCAP budgeted $970,008 for planned actions to increase or improve services for high needs students. Orange Center Elementary School District actually spent $616,928 for actions to increase or improve services for high needs students in 2019-20.

The difference between budgeted and actual expenditures of $353,080 had the following impact on our ability to provide increased/improved services for high-needs students in 2019-2020: we were not able to implement the following actions as planned: summer school, after school tutoring, and field trips. Also, these following actions were partially implemented through mid-March and to the extent possible, implemented virtually after that: Home-school liaisons, additional counselor supports, technology services and supports, and supplemental support by Instructional assistants—for these, support was provided by phone and virtually to the extent possible.