

Introduction:

LEA: Orland Joint Unified School District **Contact (Name, Title, Email, Phone Number):** Bob Douglas, Interim Superintendent, bdouglas@orlandusd.net, 5308651200 **LCAP Year:** 2015-2018

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>2015-2018 LCAP Timeline</p> <p>9/25/14 - DSLT Meeting - Reviewed all LCAP goals and formed 5 committees to carry the objectives contained in the goals forward. Committees to meet and report out at subsequent DSLT meetings and take recommendations to school Board. Each site team agrees that school sites will devote time at each staff meeting to report out and take input regarding the LCAP and in particular, the DSLT Subcommittees for the LCAP goals.</p> <p>10/22/14 District English Language Advisory Committee - Reported on Goal implementation, reviewed Annual Update and took further input on school and district improvement activities.</p> <p>11/13/14 - DSLT Meeting - Reviewed progress of each committee's work. Presentation from Placer Co. Office of Education - Michael Lombardo on Positive Behavior Intervention Systems (PBIS) and correlation to LCAP goals 5,6. Planned next steps for each committee.</p> <p>11/19/14 District English Language Advisory Committee - Reported on Goal implementation, reviewed Annual Update and took further input on school and district improvement activities.</p> <p>11/19/14 - K-12 LCAP EL student survey completed</p> <p>1/21/15 District English Language Advisory Committee - Reported on Goal implementation, reviewed Annual Update and took further input on school and district improvement activities.</p> <p>1/28/15 - PBIS district-wide presentation - Barbara Kelly . Regional Representative.</p> <p>1/29/15 - DSLT Meeting - Debrief PBIS presentation from 1/28/15. Recommit and create plan for looping back to school sites to provide additional information regarding PBIS, its effectiveness in schools and reaffirm commitment.</p> <p>2/19/15 - OUSD Governing Board Meeting - Report on implementation efforts to date, reviewed priorities, outlined stakeholder input sessions both planned and executed.</p> <p>2/23/15 Consulted with local bargaining unit (CSEA)</p> <p>3/9/15 - Consulted with local bargaining unit (OTA)</p> <p>3/12/15 - DSLT Meeting - Committee meeting time and reporting out of next steps for each committee. Illuminate presentation. Review of SBAC & Digital Library & Interim Assessments available from CDE.</p>	<p>These meetings impacted next year's LCAP in a variety of ways. The largest themes that came from the stakeholder meetings was that OUSD needed to improve upon was OUSD's K-5 Intervention program, OUSD's Technology reliability and availability, and OUSD's student access to socio-emotional counseling and support. An additional concern arose over the course of the year about the shortage of elective opportunities at Price Intermediate. In general, the meetings were held to brief the stakeholders on goal implementation, elicit additional feedback on how the district and/or school site(s) could be improved, and provide information regarding the annual update. The District School Leadership Team (DSLTL) was a very important group in the process. The DSLTL team was instrumental in the implementation of many of the goals outlined for the 14/15 LCAP. The DSLTL consists of TK-12 teachers, administrators, CSEA classroom aides, the district's technology staff, RSDSS support staff from GCOE, the assistant superintendent and the superintendent. This district-wide stakeholder group helped develop the five committees that were created to help implement district goals. Each school stie council also reviewed the LCAP goals and helped align their school's Single School Plan for Student Achievement (SSPSA) to the district's LCAP. The DSLTL reviewed all prior survey data that had been unaccomplished in the 13/14 LCAP and identified three major needs: Increased counseling for student social-emotional well being, the need for a revamped intervention system, starting with K-5, and the need to increase the reliability of existing technology and increase the availability of computers and technology for students and staff. The technology and intervention themes were also affirmed by parents at DELAC/ELAC meetings.</p>

3/19/15 - OUSD Governing Board Meeting - Report on implementation efforts to date, reviewed priorities, outlined stakeholder input sessions both planned and executed.

3/25/15 District English Language Advisory Committee - Reported on Goal implementation, reviewed Annual Update and took further input on school and district improvement activities.

4/16/15 - OUSD Governing Board Meeting - Report on implementation efforts to date, reviewed priorities, outlined stakeholder input sessions both planned and executed.

4/23/15 - DSLT Meeting - Finalizing next steps and summer/fall work for committees. Formation of ELD subcommittee.

5/6/15 - Parent and public Input meeting. Elicited input from parents in attendance. Reviewed Annual update.

5/6/15 - 6-12 Student LCAP survey completed

5/11/15 - Grades 6-8 student LCAP survey completed

5/21/15 - OUSD Governing Board Meeting - Report on implementation efforts to date, reviewed priorities, outlined stakeholder input sessions both planned and executed.

May 2015 - Foster parent/student surveys completed

5/28/15 - Parent and public Input meeting. Elicited input from parents in attendance. Reviewed Annual update.

6/2/15 - DSLT: This meeting called to familiarize the new superintendent with the DSLT committee, its members, and the initiatives currently in place. All six subcommittees reported out on work completed over the past month since last DSLT. Group consensus achieved for K-12 adoption of common core aligned technology standards. Beginnings of a "writing across curriculum" initiative cultivated.

Annual Update:

LCAP Timeline

9/25/14 - DSLT Meeting - Reviewed all LCAP goals and formed 5 committees to carry the objectives contained in the goals forward. Committees to meet and report out at subsequent DSLT meetings and take recommendations to school Board. Each site team agrees that school sites will devote time at each staff meeting to report out and take input regarding the LCAP and in particular, the DSLT Subcommittees for the LCAP goals.

10/22/14 District English Language Advisory Committee - Reported on Goal implementation, reviewed Annual Update and took further input on school and district improvement activities.

11/13/14 - DSLT Meeting - Reviewed progress of each committee's work. Presentation from Placer Co. Office of Education - Michael Lombardo on Positive Behavior Intervention Systems (PBIS) and correlation to LCAP goals 5,6. Planned next steps for each committee.

11/19/14 District English Language Advisory Committee - Reported on Goal implementation, reviewed Annual Update and took further input on school and district improvement activities.

1/21/15 District English Language Advisory Committee - Reported on Goal implementation, reviewed Annual Update and took further input on school and district improvement activities.

1/28/15 - PBIS district-wide presentation - Barbara Kelly . Regional Representative.

1/29/15 - DSLT Meeting - Debrief PBIS presentation from 1/28/15. Recommit and create plan for looping back to school sites to provide additional information regarding PBIS, its effectiveness in schools and reaffirm commitment.

2/19/15 - OUSD Governing Board Meeting - Report on implementation efforts to date, reviewed priorities, outlined stakeholder input sessions both planned and executed.

2/23/15 Consulted with local bargaining unit (CSEA)

3/9/15 - Consulted with local bargaining unit (OTA)

3/12/15 - DSLT Meeting - Committee meeting time and reporting out of next steps for each committee. Illuminate presentation. Review of SBAC & Digital Library & Interim Assessments available from CDE.

3/19/15 - OUSD Governing Board Meeting - Report on implementation efforts to date, reviewed priorities, outlined stakeholder input sessions both planned and executed.

Annual Update:

The input we received impacted our plan significantly. OUSD is currently in the process of hiring two counselors, one psychologist counselor, four intervention teachers, additional SPED aides, numerous elective teachers for the middle school and is also investing heavily in technological infrastructure. OUSD has also added or will be adding two additional sub-committees to our District School-Site Leadership Team: an English Language Development (ELD) committee and a writing committee. Additionally, OUSD has budgeted for extensive professional development in the areas of Common Core Implementation (including the new ELD standards), assessment, embedding technology into lessons, writing across the curriculum and Intervention.

3/25/15 District English Language Advisory Committee - Reported on Goal implementation, reviewed Annual Update and took further input on school and district improvement activities.

4/16/15 - OUSD Governing Board Meeting - Report on implementation efforts to date, reviewed priorities, outlined stakeholder input sessions both planned and executed.

4/23/15 - DSLT Meeting - Finalizing next steps and summer/fall work for committees. Formation of ELD subcommittee.

5/6/15 - Parent and public Input meeting. Elicited input from parents in attendance. Reviewed Annual update.

5/21/15 - OUSD Governing Board Meeting - Report on implementation efforts to date, reviewed priorities, outlined stakeholder input sessions both planned and executed.

5/28/15 - Parent and public Input meeting. Elicited input from parents in attendance. Reviewed Annual update.

School

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Orland Unified School District is committed to providing all the services required for a high-quality public education for the students of the Orland Community. This includes but is not limited to recruiting and retaining educators that are appropriately assigned and credentialed, providing current, standards- aligned instructional materials for students, and providing facilities that are safe and well maintained.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	1. All teachers need to be appropriately credentialed and prepared to deliver high quality instruction 2. All students need to have access to standards aligned curriculum 3. Facilities need to be maintained in the great condition they're currently in.
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Goal Applies to:	Schools:	LEA Wide/All Schools
	Applicable Pupil Subgroups:	ALL Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. 100% of OUSD teachers and staff will be appropriately assigned and credentialed (using HQT report and/or SARC and/or Williams report). 2. 100% of OUSD students will have sufficient instructional materials as verified by Williams report. 3. OUSD will have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: 100% of District's teachers and staff will be appropriately assigned and credentialed (using HQT report and/or SARC and/or Williams report). 1 a. Fund and fill all certificated positions. 1 b. Review hiring procedures to appropriately monitor teacher qualifications for a subject area 1 c. Continue to provide 4-5 1/2 day district-level new teacher workshops (15 teachers) 1 d. 1 e. Implement a signing bonus to recruit and retain special education teachers and counselors. 1 f. Provide BTSA for all Probationary II, and second year teachers.	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCFF \$4,494,477 3000-3999: Employee Benefits LCFF \$1,967,897 Title I/Title III/SpEd Teachers 1000-1999: Certificated Personnel Salaries Other \$842,539 Title I/Title III/SpEd Teachers 3000-3999: Employee Benefits Other \$409,101 Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Supplemental \$639,461 Supplemental/Concentration 3000-3999: Employee Benefits Supplemental \$279,450 5800: Professional/Consulting Services And Operating Expenditures Title II \$35,200

<p>Action 2: 100% of OUSD students will have sufficient instructional materials as verified by Williams report.</p> <p>2 a. Provide all materials and supplies needed for instruction</p> <p>2 b. Continue to purchase standards aligned curriculum according to curriculum adoption schedule</p> <p>2 c. Invest in infrastructure and student wireless tablet computers in lieu of textbooks when appropriate</p> <p>2 d. Refresh/replace 17 % or more of district computers annually</p> <p>2 e. Continue quarterly and annual Williams instructional materials reviews to ensure compliance</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Other \$871,688</p>
<p>Action 3: OUSD will have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report.</p> <p>3 a. Fund and fill all classified positions</p> <p>3 b. Continue investing in facilities upgrades including but not limited to Irrigation booster pumps, procurement of a human-lift, refurbish high school locker room shower areas, fix sewer lines, install speed bumps on Alternative Education Campus.</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$175,901</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$95,153</p> <hr/> <p>4000-4999: Books And Supplies Supplemental \$75,000</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$105,000</p> <hr/> <p>6000-6999: Capital Outlay Supplemental \$170,000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of OUSD teachers and staff will be appropriately assigned and credentialed (using HQT report and/or SARC and/or Williams report). 2. 100% of OUSD students will have sufficient instructional materials as verified by Williams report. 3. OUSD will have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: 100% of District's teachers and staff will be appropriately assigned and credentialed (using HQT report and/or SARC and/or Williams report).</p> <ol style="list-style-type: none"> 1 a. Fund and fill all certificated positions. 1 b. Review hiring procedures to appropriately monitor teacher qualifications for a subject area 1 c. Continue to provide district-level new teacher workshops 1 d. Monitor substitute teacher pay to recruit high quality substitutes to provide release time for teacher professional development 1 e. Monitor the signing bonus to recruit and retain special education teachers and counselors. 1 f. Provide BTSA for new teachers as funding permits 	LEA Wide/All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>1000-1999: Certificated Personnel Salaries LCFF \$4,584,367</p> <p>3000-3999: Employee Benefits LCFF \$2,130,280</p> <p>Title I/Title II/SpED 1000-1999: Certificated Personnel Salaries Other \$859,390</p> <p>Title I/Title III/SpEd 3000-3999: Employee Benefits Other \$441,550</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$652,250</p> <p>3000-3999: Employee Benefits Supplemental \$302,526</p> <p>5800: Professional/Consulting Services And Operating Expenditures Title II \$35,200</p>
<p>Action 2: 100% of OUSD students will have sufficient instructional materials as verified by Williams report.</p> <ol style="list-style-type: none"> 2 a. Provide all materials and supplies needed for instruction 2 b. Continue to purchase standards aligned curriculum according to curriculum adoption schedule 2 c. Invest in infrastructure and student wireless tablet computers in lieu of textbooks when appropriate 2 d. Refresh/replace 17 % or more of district computers annually 2 e. Continue quarterly and annual Williams instructional materials reviews to ensure compliance 	LEA Wide/All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>4000-4999: Books And Supplies Other \$885,635</p>

<p>Action 3: OUSD will have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report.</p> <p>3 a. Fund and fill all classified positions 3 b. Continue investing in facilities upgrades including but not limited to Irrigation booster pumps, procurement of a human-lift, refurbish high school locker room shower areas, fix sewer lines, install speed bumps on Alternative Education Campus.</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$179,419 3000-3999: Employee Benefits Supplemental \$104,366</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>1. 100% of OUSD teachers and staff will be appropriately assigned and credentialed (using HQT report and/or SARC and/or Williams report). 2. 100% of OUSD students will have sufficient instructional materials as verified by Williams report. 3. OUSD will have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: 100% of District's teachers and staff will be appropriately assigned and credentialed (using HQT report and/or SARC and/or Williams report).</p> <p>1 a. Fund and fill all certificated positions. 1 b. Review hiring procedures to appropriately monitor teacher qualifications for a subject area 1 c. Continue to provide district-level new teacher workshops 1 d. Monitor substitute teacher pay to recruit high quality substitutes to provide release time for teacher professional development 1 e. Monitor the signing bonus to recruit and retain special education teachers and counselors. 1 f. Provide BTSA for new teachers as funding permits</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$4,676,054 3000-3999: Employee Benefits LCFF \$2,130,280</p>

<p>Action 2: 100% of OUSD students will have sufficient instructional materials as verified by Williams report.</p> <p>2 a. Provide all materials and supplies needed for instruction</p> <p>2 b. Continue to purchase standards aligned curriculum according to curriculum adoption schedule</p> <p>2 c. Invest in infrastructure and student wireless tablet computers in lieu of textbooks when appropriate</p> <p>2 d. Refresh/replace 17 % or more of district computers annually</p> <p>2 e. Continue quarterly and annual Williams instructional materials reviews to ensure compliance</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Other \$900,000</p>
<p>Action 3: OUSD will have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report.</p> <p>3 a. Fund and fill all classified positions</p> <p>3 b. Continue investing in facilities upgrades including but not limited to Irrigation booster pumps, procurement of a human-lift, refurbish high school locker room shower areas, fix sewer lines, install speed bumps on Alternative Education Campus.</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$183,007</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$110,585</p> <hr/> <p>4000-4999: Books And Supplies Supplemental \$75,000</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$105,000</p> <hr/> <p>6000-6999: Capital Outlay Supplemental \$170,000</p>

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

GOAL 2:	Orland Unified School District is committed to giving students access to a broad course of study that includes all of the subject areas K-12.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	All of our students need access to a wide range of courses including access to CTE, Music and the arts to ensure they have maximum opportunities to be college and career ready.
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Goal Applies to:	Schools: LEA Wide/All Schools
	Applicable Pupil Subgroups: ALL Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Add two CTE Pathways at Orland high school. 2. CTE Pathway completion rates will increase by 5% at OHS, from 30.7% to 35.7% 3. Elective offerings will be expanded at Price Intermediate by three subjects. 4. Maintain at least 30 minutes of music instruction per week in grades K-5 5. Increase the number minutes of technology instruction per week at Fair view School from 30 to 60 minutes. 6. Begin providing 30 minutes/week for Mill Street School for technology instruction
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: CTE Pathways will be increased at Orland high school 1 a. Add 2 new pathways under the Medical and Careers Heading at OHS: "Health Occupations" & "Medical Science" 1 b. Add 2 Career Technical Education (CTE) course offerings (Medical Terminology, Retail) 1 c. Add a psychology class 1 d. Revamp of 9th grade required courses – Replace Tech/Geography with Research/Current Events/Tech/Geography 1 e. Add a Freshman Seminar class at OHS to expand opportunities for 9th graders to connect to their school and explore careers	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>CTE</u>	Health/Pathways Grant 1000-1999: Certificated Personnel Salaries Other \$8,500 3000-3999: Employee Benefits Other \$1,509 4000-4999: Books And Supplies \$18,000 5000-5999: Services And Other Operating Expenditures \$4,900 1000-1999: Certificated Personnel Salaries Supplemental 233,883 3000-3999: Employee Benefits Supplemental \$109,597

<p>Action 3: Elective offerings will be expanded at Price Intermediate</p> <p>1 a. Add "STEAM" Elective – Science, Technology, Engineering, Art & Math</p> <p>1 b. Add Health sections</p> <p>1 c. Add Technology sections</p> <p>1 d. Add Full year Journalism</p> <p>1. e Add Full year Yearbook</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$192,696</p> <p>3000-3999: Employee Benefits Supplemental \$102,282</p>
<p>Action 4: Maintain at least 30 minutes of music instruction per week in grades K-5</p> <p>4 a. Maintain K-5 Music Program</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$23,724</p> <p>3000-3999: Employee Benefits Supplemental \$12,721</p>
<p>Action 5: Increase the number minutes of technology instruction per week at Fair view School.</p> <p>5 a. Add portable computer tablet lab</p> <p>5 b. Explore ways to provide Instructional Aide time</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$2000</p> <p>3000-3999: Employee Benefits LCFF \$355</p> <p>4000-4999: Books And Supplies Supplemental \$15,828</p>
<p>Action 6: Begin providing 30 minutes/week for Mill Street School for technology instruction</p> <p>6 a. Add portable computer tablet lab</p> <p>6 b. Explore ways to provide Instructional Aide time</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$2,000</p> <p>3000-3999: Employee Benefits LCFF \$355</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

1. Monitor CTE Pathways at Orland high school to ensure appropriate CTE access for all students.
2. Increase CTE Pathway rates as needed
3. Monitor elective offerings Price Intermediate to ensure appropriate access.
4. Maintain at least 30 minutes of music instruction per week in grades K-5
5. If 60 minutes of technology instruction is achieved at FV, monitor to ensure effectiveness.
6. Maintain or increase weekly technology instruction at Mill st.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: CTE Pathways will be maintained at Orland high school</p> <p>1 a. maintain/monitor new pathways under the Medical and Careers Heading at OHS: "Health Occupations" & "Medical Science"</p> <p>1 b. maintain/monito Career Technical Education (CTE) course offerings (Medical Terminology, Retail)</p> <p>1 c. Review/monitor/maintain psychology class</p> <p>1 d. Monitor/maintain the replacement of Tech/Geography with Research/Current Events/Tech/Geography</p> <p>1 e. Monitor/maintain Freshman Seminar class at OHS to expand opportunities for 9th graders to connect to their school and explore careers</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Health/Pathways grant. 4000-4999: Books And Supplies Other \$11,000</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental \$238,561</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$118,203</p>
<p>Action 3: Monitor/Evaluate elective offerings at Price Intermediate</p>	<p>LEA Wide/All Schools</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$196,550</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$110,138</p>

<p>Action 4: Maintain at least 30 minutes of music instruction per week in grades K-5</p> <p>4 a. Maintain K-5 Music Program</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$24,198</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$13,694</p>
<p>5. If 60 minutes of technology instruction is achieved at FV, monitor to ensure effectiveness.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$2,000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$393</p>
<p>Action 6: Maintain 30 minutes/week for Mill Street School for technology instruction</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$2000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$393</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

1. Monitor CTE Pathways at Orland high school to ensure appropriate CTE access for all students.
2. Increase CTE Pathway rates as needed
3. Monitor elective offerings Price Intermediate to ensure appropriate access.
4. Maintain at least 30 minutes of music instruction per week in grades K-5
5. If 60 minutes of technology instruction is achieved at FV, monitor to ensure effectiveness.
6. Maintain or increase weekly technology instruction at Mill st.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: CTE Pathways will be maintained at Orland high school</p> <p>1 a. maintain/monitor new pathways under the Medical and Careers Heading at OHS: "Health Occupations" & "Medical Science"</p> <p>1 b. maintain/monito Career Technical Education (CTE) course offerings (Medical Terminology, Retail)</p> <p>1 c. Review/monitor/maintain psychology class</p> <p>1 d. Monitor/maintain the replacement of Tech/Geography with Research/Current Events/Tech/Geography</p> <p>1 e. Monitor/maintain Freshman Seminar class at OHS to expand opportunities for 9th graders to connect to their school and explore careers</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Health/Pathways grant. 4000-4999: Books And Supplies Other \$5,000</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental \$243,332</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$126,877</p>
<p>Action 3: Monitor/Evaluate elective offerings at Price Intermediate</p>	<p>LEA Wide/All Schools</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$200,480</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$117,623</p>

<p>Action 4: Maintain at least 30 minutes of music instruction per week in grades K-5</p> <p>4 a. Maintain K-5 Music Program</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$24,682</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$14,621</p>
<p>5. If 60 minutes of technology instruction is achieved at FV, monitor to ensure effectiveness.</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$2000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$432</p>
<p>Action 6: Maintain 30 minutes/week for Mill Street School for technology instruction</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$2000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$432</p>

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

GOAL 3:	Orland Unified School District is committed to fully implementing the core standards as adopted by the state of California. OUSD will extend its standards implementation with a focus on the incorporation of writing in all content areas and grade levels K-12.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	The state of California has adopted the Common Core State Standards (CCSS) which are designed to prepare students for career and/or college. OUSD will implement these standards in order to fully prepare students for college and career readiness. Based on stakeholder feedback and student performance data analyses by the District Site and Leadership Team, a system-wide focus supporting writing instruction K-12 will be developed to ensure student mastery of CCSS writing standards, content literacy standards, and student performance standards as measured by the CAASPP, local assessments and the CAHSEE.
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Goal Applies to:	Schools: LEA Wide/All Schools
	Applicable Pupil Subgroups: ALL Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. District will determine our overall level of Common Core implementation, including the new ELD common core standards by October 2015. 2. The District & School-Site Leadership Team (DSLTL) will meet 5 times annually to provide input and leadership on standards implementation and curricular initiatives including but not limited to: CCSS implementation, ELD, Intervention, Assessment, Technology, and writing 3. OUSD will develop and begin implementation of a multi-year professional development plan for all known areas of CCSS implementation including ELD, Intervention, Assessment, Technology, and writing by the end of the first semester.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: District will determine level of Common Core implementation, including the new ELD common core standards by October 2015. 1 a. Develop and distribute a CCSS Implementation Self Survey and the ELD Implementation Survey in September.	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of survey monkey subscription 5000-5999: Services And Other Operating Expenditures Supplemental \$1000

<p>Action 2. The District & School-Site Leadership Team (DSLTL) will meet 5 times annually to provide input and leadership on standards implementation and curricular initiatives including but not limited to: CCSS implementation, ELD, Intervention, Assessment, Technology, and writing.</p> <p>DSLTL subcommittees will continue to meet outside of DSLTL meetings to further committee goals & objectives</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Substitutes 1000-1999: Certificated Personnel Salaries Title II \$7,000</p> <hr/> <p>3000-3999: Employee Benefits Title II \$1,243</p> <hr/> <p>Materials 4000-4999: Books And Supplies Other \$1,000</p>
<p>Action 3. OUSD will develop and begin implementation of a professional development plan for all known areas of CCSS including ELD, Intervention, Assessment, Technology, and writing by the end of the first semester.</p> <p>1a. OUSD will use the results of the surveys to provide CCSS/ELD professional development opportunities for staff. 1 day/teacher & aide.</p> <p>1b. OUSD will provide 2, 1/2 day trainings for all core teachers in the use of Illuminate assessment software.</p> <p>1c. OUSD will provide training on embedding technology into content area lessons. 1 day/teacher, Grades 4 -12</p> <p>1d. Explore option of adding K-5 Technology Instructional Aide to be split between Mill Street School and Fairview School to maintain new labs and, in conjunction with classroom teacher, help with technology instruction. (split between two actions above 2.5hr at FV 3 at MS)</p> <p>1e. Create a sub committee of the DSLTL— A district wide writing initiative design and implementation team. This team will work with writing experts to design a scope and sequence of research-validated writing strategies that address the foundational writing instructional needs of primary and intermediate students and address the rigorous content demands of the departmentalized secondary classrooms.3 sub days x 5 teachers.</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Substitues 1000-1999: Certificated Personnel Salaries Title II \$16,000</p> <hr/> <p>3000-3999: Employee Benefits Title II \$2,840</p>

<p>1f. This design team, in collaboration with site and district administrators and outside experts, will also create a pathway for sustainability by developing and investing in internal capacity of classroom teachers to assume roles of Professional Developers and Instructional Coaches in subsequent years. 3 sub days x 5 teachers. 1 extra hours x 5 teachers</p>			
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>1. District will monitor our overall level of Common Core implementation, including the new ELD common core standards annually. 2. The District & School-Site Leadership Team (DSLTL) will meet 5 times annually to provide input and leadership on standards implementation and curricular initiatives including but not limited to: CCSS implementation, ELD, Intervention, Assessment, Technology, and writing 3. OUSD will continue multi-year professional development plan for all known areas of CCSS implementation including ELD, Intervention, Assessment, Technology, and writing.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. District will monitor our overall level of Common Core implementation, including the new ELD common core standards annually.</p> <p>1 a. Redistribute a CCSS Implementation Self Survey and the ELD Implementation Survey in September.</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>
<p>Action 2. The District & School-Site Leadership Team (DSLTL) will meet 5 times annually to provide input and leadership on standards implementation and curricular initiatives including but not limited to: CCSS implementation, ELD, Intervention, Assessment, Technology, and writing.</p> <p>DSLTL subcommittees will continue to meet outside of DSLTL meetings to further committee goals & objectives</p>		<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Subs 1000-1999: Certificated Personnel Salaries Title II \$7,000</p> <p>3000-3999: Employee Benefits Title II \$1,377</p>

<p>Action 3. OUSD will monitor/augment professional development plan for all known areas of CCSS including ELD, Intervention, Assessment, Technology, and writing by the end of the first semester.</p> <p>1a. OUSD will use the results of the surveys to provide CCSS/ELD professional development opportunities for staff as needed.</p> <p>1b. OUSD will provide PD in the use of Illuminate assessment software as needed.</p> <p>1c. OUSD will provide training on embedding technology into content area lessons as needed</p> <p>1d. OUSD will monitor the effectiveness of the K-5 Technology Instructional Aide to be split between Mill Street School and Fairview School</p> <p>1e. OUSD will monitor the DSLT writing committee and design team.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Subs 1000-1999: Certificated Personnel Salaries Title II \$16,000</p> <hr/> <p>3000-3999: Employee Benefits Title II \$3,148</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>1. District will monitor our overall level of Common Core implementation, including the new ELD common core standards annually.</p> <p>2. The District & School-Site Leadership Team (DSLTL) will meet 5 times annually to provide input and leadership on standards implementation and curricular initiatives including but not limited to: CCSS implementation, ELD, Intervention, Assessment, Technology, and writing</p> <p>3. OUSD will continue multi-year professional development plan for all known areas of CCSS implementation including ELD, Intervention, Assessment, Technology, and writing. .</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. District will monitor our overall level of Common Core implementation, including the new ELD common core standards annually.</p> <p>1 a. Redistribute a CCSS Implementation Self Survey and the ELD Implementation Survey in September.</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental \$1000</p>

<p>Action 2. The District & School-Site Leadership Team (DSLTL) will meet 5 times annually to provide input and leadership on standards implementation and curricular initiatives including but not limited to: CCSS implementation, ELD, Intervention, Assessment, Technology, and writing.</p> <p>DSLTL subcommittees will continue to meet outside of DSLTL meetings to further committee goals & objectives</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Subs 1000-1999: Certificated Personnel Salaries Supplemental \$7,000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$1,512</p>
<p>Action 3. OUSD will monitor/augment professional development plan for all known areas of CCSS including ELD, Intervention, Assessment, Technology, and writing by the end of the first semester.</p> <p>1a. OUSD will use the results of the surveys to provide CCSS/ELD professional development opportunities for staff as needed.</p> <p>1b. OUSD will provide PD in the use of Illuminate assessment software as needed.</p> <p>1c. OUSD will provide training on embedding technology into content area lessons as needed</p> <p>1d. OUSD will monitor the effectiveness of the K-5 Technology Instructional Aide to be split between Mill Street School and Fairview School</p> <p>1e. OUSD will monitor the DSLTL writing committee and design team.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Title II \$16,000</p> <hr/> <p>3000-3999: Employee Benefits Title II \$3,455</p>

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

GOAL 4:	Orland Unified School District is committed to increased student achievement district-wide and also specifically for all student sub-groups.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	There is considerable room for growth in student achievement in OUSD as measured by performance on standardized tests, the percentage of students that are college and career ready, the percentage of English learners that become English proficient, English learner reclassification rate, and the percentage of students that pass Advanced Placement exams with 3 or higher.
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Goal Applies to:	Schools: LEA Wide/All Schools
	Applicable Pupil Subgroups: ALL Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Performance on Standardized tests: 2014-15 first official administration of CAASPP – No data available to assess growth until Fall 2016; 2. CST Science: District will increase % of students scoring proficient or above in 5th, 8th, and 11th grade CST science assessment by 6% to 45%. We currently have 39% proficient or above. 3. Score on Academic Performance Index : Multiple measure replacement for the API is under development 4. The % of pupils that are college and career ready, completing A-G courses (or ROP or CTE Sequences) will increase by 5 % from the current 31 to 36% 5. English Proficiency – Our measurable outcome is that their language proficiency level will increase by 1(one) each school year. This year 36% of our EL students grew by one level. (AMAO 1) 6. EL reclassification rate – Our rate of reclassified EL students will increase 1% from 2.2 to 3.2%% 7. Share of students that pass AP exams with 3 or higher will increase by 5% from 2014. Will increase from 43.8 % to 48.8% (state average in 2014 was 64.3%). 8. Students (grades 6-12) receiving a D or F on semester grades will be reduced by 5 % at each site over the 5 year historical average.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
As a means to improve student achievement at all grade levels OUSD will initiate all of the intensive professional development activities as outlined in goal 3.	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Implement New K-5 Intervention model to help struggling ELD, Foster Youth, and Title I, and regular education students achieve academic proficiency in the ELA and Math.</p> <ol style="list-style-type: none"> 2 additional Intervention teachers Provide 4 days release time for all intervention teachers. Provide 4, 1/2 day trainings in Tier I (in-class) Intervention techniques for all core teachers. 		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention Teachers 4FTE 1000-1999: Certificated Personnel Salaries Title I \$232,579 3000-3999: Employee Benefits Title I \$109,362</p>
<p>Continue to fund student diagnostic, remediation, enrichment, and progress monitoring services</p> <ol style="list-style-type: none"> Illuminate Multiple Measures Inc. Document Tracking Services Renaissance Place - Accelerated Reader, Accelerated Math, STAR Math & Reading GCOE Digital Library Services - United Streaming, EBSCO Follett - Mgmt system. APEX/Odyssey - Online Learning Turn-it In - Plagiarism Rosetta Stone - ELD 		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental \$60,000</p>
<p>Continue Providing Supplemental Educational Services for all K-5 Title I eligible students and all K-12 foster youth students</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>SES 5000-5999: Services And Other Operating Expenditures Title I \$90,000</p>
<p>Continue "In-Kind" partnership with the Glenn County Office of Education (GCOE) Expect Success summer school program. Consider further monetary investment in 16/17.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Continue to fund Advanced Placement classes and pay for testing</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Other \$2,000</p>
<p>Add two ELD sections at CK Price</p> <p>Maintain ELD Coordinators, District Bilingual Services Specialists, and Instructional Aides at each site.</p> <p>Provide additional release days for close collaboration between ELD Coordinators and Director of Special Education to ensure all EL SPED students are appropriately supported</p> <p>Provide professional development for ELD Coordinators to continue to learn ELD Standards and the new assessments. 12 sub days + travel/conference (5k)</p> <p>Provided release time for ELD teachers and coordinators as needed for CELDT testing and coordination among sites.</p> <p>Provide 2, 1/2 days sub-days for all teachers for ELD standards/SDAIE strategies (DSLIT ELD subcommittee)</p> <p>Items from LEA Plan Goal II below: (Title III funded):</p> <ul style="list-style-type: none"> • Provide additional instructional materials including technology and fund activities: train and monitor use of chants, graphic organizers, realia, context embedded cues, KWL, cooperative grouping, front-loading, jigsaw. • Provide release time (16 sub days) for ELD teachers/coordinators to create ELD benchmark assessments using Illuminate and new ELD standards. 		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental/Concentration 2000-2999: Classified Personnel Salaries Concentration \$72,209</p> <p>Supplemental/Concentration 3000-3999: Employee Benefits Concentration \$54,799</p> <p>Concentration 4000-4999: Books And Supplies Other \$1,000</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Title II \$12,000</p> <p>3000-3999: Employee Benefits Title II \$2,130</p> <p>5000-5999: Services And Other Operating Expenditures Title III \$6000</p>

<ul style="list-style-type: none"> • Train and use ADEPT as a diagnostic ELD assessment to drive targeted ELD instruction at K-5. • Continued use of Santillana benchmark assessment (grades 4,5) to mirror and predict achievement on the CELDT and show growth. 6 sub days. 			
<p>In order to support the OUSD Special Education population the following action steps will be attempted:</p> <p>Create a Student Support Division within the district to include Special Education, Social-Emotional School Based Counseling, Speech and Language, and School Nursing. (Conversion of old Special Programs building)</p> <p>Continue funding Director of Special Education and Sr.Program specialist positions and additional SPED consulting (Dr.Brett) as needed.</p> <p>Hire two additional Instructional Aides for SPED for caseload and classroom supports (1 at Mill Street; 1 at CK)</p> <p>Purchase SPED Curriculum (Read 180, N2Y, Number Worlds)</p> <p>Purchase assessments/protocols/materials</p> <p>Purchase technology for SPED instruction/remediation (computers to support curriculum)</p> <p>Provided Professional Development for Special Education teachers in the following areas: Data Compliance, new Statewide Testing Procedures, Trauma Informed Care, The Nurtured Heart Approach, Executive Functioning, Autism, Legal Issues, Special Education Funding Models, Response to Intervention.</p> <p>Provide professional development for Administrative Team & General Education Teachers, Instructional Aides, and other related staff on best practice intervention models and special education services.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <p><u>Students w/IEPs</u></p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$695,818</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$268,182</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Concentration \$20,000</p> <hr/> <p>2000-2999: Classified Personnel Salaries Supplemental \$31,295</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$36,161</p> <hr/> <p>4000-4999: Books And Supplies Supplemental \$60,000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

1. OUSD will create CAASPP goals based on new baseline data
2. CST Science: District will set new goals based on most recent data
3. OUSD will create Academic Performance Index goals based on most recent data
4. OUSD will evaluate and improve on prior year's college and career readiness
5. OUSD will evaluate and improve on prior year's English Proficiency
6. OUSD will evaluate and improve on prior year's EL reclassification rate
7. OUSD will evaluate and improve on prior year's share of students that pass AP exams with 3 or higher
8. OUSD will evaluate and improve on prior year's D or F rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
As a means to improve student achievement across the board we will initiate all of the intensive professional development activities as outlined in goal 3.	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Monitor the new K-5 Intervention model to help struggling ELD, Foster Youth, and Title I, and regular education students achieve academic proficiency in the ELA and Math.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	All Title I 1000-1999: Certificated Personnel Salaries Title I \$237,230 3000-3999: Employee Benefits Title I \$118,141
Continue to fund student diagnostic, remediation, enrichment, and progress monitoring services 1. Illuminate 2. Multiple Measures Inc. 3. Document Tracking Services 4. Renaissance Place - Accelerated Reader, Accelerated Math, STAR Math & Reading 5. GCOE Digital Library Services - United Streaming, EBSCO 6. Follett - Mgmt system.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental \$61,000

<p>7. APEX/Odyssey - Online Learning 8. Turn-it In - Plagiarism 9. Rosetta Stone - ELD</p>			
<p>Continue Providing Supplemental Educational Services for all K-5 Title I eligible students and all K-12 foster youth students</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Title I \$90,000</p>
<p>Continue "In-Kind" partnership with the Glenn County Office of Education (GCOE) Expect Success summer school program. Consider further monetary investment in 16/17.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to fund Advanced Placement classes and pay for testing</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Other \$2,000</p>
<p>Maintain ELD sections at CK Price</p> <p>Maintain ELD Coordinators, District Bilingual Services Specialists, and Instructional Aides at each site.</p> <p>Provide additional release days for close collaboration between ELD Coordinators and Director of Special Education to ensure all EL SPED students are appropriately supported</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplementa/Concentration 2000-2999: Classified Personnel Salaries Supplemental \$73,653</p> <p>Supplemental/Concentration 3000-3999: Employee Benefits Supplemental \$20,838</p> <p>4000-4999: Books And Supplies Concentration \$1,016</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Title II \$12,000</p>

<p>Provide professional development for ELD Coordinators to continue to learn ELD Standards and the new assessments. 12 sub days + travel/conference (5k)</p> <p>Provided release time for ELD teachers and coordinators as needed for CELDT testing and coordination among sites.</p> <p>Provide sub days as needed for DSLT ELD subcommittee</p> <p>Items from LEA Plan Goal II below: (Title III funded):</p> <ul style="list-style-type: none"> • Provide release time as needed to create ELD benchmark assessments using Illuminate and new ELD standards. • Train and use ADEPT as a diagnostic ELD assessment to drive targeted ELD instruction at K-5 as needed • Continued use of Santillana benchmark assessment (grades 4,5) as needed 			<p>3000-3999: Employee Benefits Title II \$2,361</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$6,100</p>
<p>In order to support the OUSD Special Education population the following action steps will be attempted:</p> <p>Maintain Student Support Division within the district to include Special Education, Social-Emotional School Based Counseling, Speech and Language, and School Nursing.</p> <p>Continue funding Director of Special Education and Sr.Program specialist positions and additional SPED consulting as needed.</p> <p>Maintain Instructional Aides for SPED for caseload and classroom supports</p> <p>Continue Professional Development for Special Education teachers in the following areas: Data Compliance, new Statewide Testing Procedures, Trauma Informed Care, The Nurtured Heart Approach, Executive Functioning, Autism, Legal Issues, Special Education Funding Models, Response to Intervention.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$709,734</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$300.434</p> <hr/> <p>2000-2999: Classified Personnel Salaries Supplemental \$31,921</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$9,565</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p>

<p>Continue professional development for Administrative Team & General Education Teachers, Instructional Aides, and other related staff on best practice intervention models and special education services.</p>			
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. OUSD will create CAASPP goals based on new baseline data 2. CST Science: District will set new goals based on most recent data 3. OUSD will create Academic Performance Index goals based on most recent data 4. OUSD will evaluate and improve on prior year's college and career readiness 5. OUSD will evaluate and improve on prior year's English Proficiency 6. OUSD will evaluate and improve on prior year's EL reclassification rate 7. OUSD will evaluate and improve on prior year's share of students that pass AP exams with 3 or higher 8. OUSD will evaluate and improve on prior year's D or F rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>As a means to improve student achievement across the board we will initiate all of the intensive professional development activities as outlined in goal 3.</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Monitor the new K-5 Intervention model to help struggling ELD, Foster Youth, and Title I, and regular education students achieve academic proficiency in the ELA and Math.</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>All Title I 1000-1999: Certificated Personnel Salaries Other \$241,975 3000-3999: Employee Benefits \$52,252</p>

<p>Continue to fund student diagnostic, remediation, enrichment, and progress monitoring services</p> <ol style="list-style-type: none"> 1. Illuminate 2. Multiple Measures Inc. 3. Document Tracking Services 4. Renaissance Place - Accelerated Reader, Accelerated Math, STAR Math & Reading 5. GCOE Digital Library Services - United Streaming, EBSCO 6. Follett - Mgmt system. 7. APEX/Odyssey - Online Learning 8. Turn-it In - Plagiarism 9. Rosetta Stone - ELD 		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures \$62,000
<p>Continue Providing Supplemental Educational Services for all K-5 Title I eligible students and all K-12 foster youth students</p>		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SES 5000-5999: Services And Other Operating Expenditures Title I \$90,000
<p>Continue "In-Kind" partnership with the Glenn County Office of Education (GCOE) Expect Success summer school program. Consider further monetary investment in 16/17.</p>		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Continue to fund Advanced Placement classes and pay for testing</p>		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures \$2,000

<p>Maintain ELD sections at CK Price</p> <p>Maintain ELD Coordinators, District Bilingual Services Specialists, and Instructional Aides at each site.</p> <p>Provide additional release days for close collaboration between ELD Coordinators and Director of Special Education to ensure all EL SPED students are appropriately supported</p> <p>Provide professional development for ELD Coordinators to continue to learn ELD Standards and the new assessments. 12 sub days + travel/conference (5k)</p> <p>Provided release time for ELD teachers and coordinators as needed for CELDT testing and coordination among sites.</p> <p>Provide sub days as needed for DSLT ELD subcommittee</p> <p>Items from LEA Plan Goal II below: (Title III funded):</p> <ul style="list-style-type: none"> • Provide release time as needed to create ELD benchmark assessments using Illuminate and new ELD standards. • Train and use ADEPT as a diagnostic ELD assessment to drive targeted ELD instruction at K-5 as needed • Continued use of Santillana benchmark assessment (grades 4,5) as needed 		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Supplemental \$75,126</p> <p>Supplemental Concentration 3000-3999: Employee Benefits Supplemental \$34,806</p> <p>1000-1999: Certificated Personnel Salaries Title II \$12,000</p> <p>3000-3999: Employee Benefits Title II \$2,591</p> <p>4000-4999: Books And Supplies Concentration \$1,500</p> <p>5000-5999: Services And Other Operating Expenditures Title III \$6,200</p>
<p>In order to support the OUSD Special Education population the following action steps will be attempted:</p> <p>Maintain Student Support Division within the district to include Special Education, Social-Emotional School Based Counseling, Speech and Language, and School Nursing. (Conversion of old Special Programs building)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$723,929</p> <p>3000-3999: Employee Benefits Supplemental \$323,571</p> <p>Supplemental/Concentration 2000-2999: Classified Personnel Salaries Other \$32,559</p> <p>3000-3999: Employee Benefits Other \$9,756</p> <p>5000-5999: Services And Other Operating Expenditures Other</p>

<p>Continue funding Director of Special Education and Sr.Program specialist positions and additional SPED consulting (Dr.Brett) as needed.</p> <p>Maintain Instructional Aides for SPED for caseload and classroom supports (1 at Mill Street; 1 at CK)</p> <p>Provided Professional Development for Special Education teachers in the following areas: Data Compliance, new Statewide Testing Procedures, Trauma Informed Care, The Nurtured Heart Approach, Executive Functioning, Autism, Legal Issues, Special Education Funding Models, Response to Intervention.</p> <p>Provide professional development for Administrative Team & General Education Teachers, Instructional Aides, and other related staff on best practice intervention models and special education services.</p>		(Specify)	\$25,000
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Orland Unified School District is committed to involving parents in the educational process. The district will seek parent input and promote parent participation in their student's education and at their student's school sites.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Parent attendance is crucial to a students receiving a well rounded education. An involved parent can help their student in all aspects of their student's education.
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Goal Applies to:	Schools: LEA Wide/All Schools
	Applicable Pupil Subgroups: ALL Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Increase the % of EL parents participating in DELAC meetings at the district level. We currently have 18% and want to improve to 25% attendance. 2. Increase the % of parents attending school functions by 5% from approximately 20% to 25% as measured by attendance records (to be instituted) at informational and input meetings such as the Title I parent meetings and LCAP stakeholder input meetings. 3. Strive for 80% return rate on parent surveys. 4. Approximately 30% of 6-12 parents are attending back-to-school night/open house and approximately 70% are attending K-5. We will strive to increase both percentages by 20%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1. Increase the % of parents attending school functions by at least 5% as measured by attendance records at informational and input meetings such as the Title I parent meetings, LCAP stakeholder input meetings, college preparatory meetings. Provide child care and meals, offer flexibility in meeting times and venues to promote attendance. Pay for TB testing and free ID badges to ensure parents can volunteer for OUSD free of charge. Continue to advertise parent volunteer needs on district web-page and flyers.	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent resources, parent training, copy cost for flier distribution, Paper and supplies, and Aeries parent portal. Parental input meetings, surveys 4000-4999: Books And Supplies Supplemental \$2,500 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500

Continue increased Technological Communication. Use the site level and district wide "auto-dialer" and auto-texter to inform parents of events such as the Title I parent meetings and parents of English Learners to participate in 4-5 DELAC/ELAC meetings per year.

Continue to personally invite Foster parents to attend the LCAP community Input meetings.

Complete parent surveys using online and print methodology.

Continue parental involvement in school site councils - Fund snacks/refreshments

Continue Back-to-School and Open House at each school site

Continue to promote athletics and parental attendance at sporting events.

Hold parent information nights prior to Fall, Winter and Spring seasons.

Continue musical performances at sporting events thus expanding the audiences, especially at football games.

Continue to promote FFA and parental involvement in the showing of animals, participating in fund raisers and attending recognition ceremonies.

Continue social networking updates on Facebook and Twitter.

Continued emailing parents the daily or weekly bulletins

Hold "Cash for College" informational events on weekends for parents.

Continue Freshman Parent night.

<p>Continue to hold the 6th grade parent night for parents of students entering CK Price</p> <p>Continue to Fund Aeries and the Parent Portalfunction of Aeries to ensure parents receive timely grade information from teachers.</p>			
<p>Action 2. Increase the % of EL parents participating in DELAC meetings at the district level. We currently have 18% and want to improve to 25%.</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Concentration \$500</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Continue to increase the % of EL parents participating in DELAC meetings at the district level. . 2. Continue to increase the % of parents attending school functions 3. Continue to improve the return rate on parent surveys. 4. Continue to improve the percentage of parents attending school functions.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1. Increase the % of parents attending school functions by at least 5% as measured by attendance records at informational and input meetings such as the Title I parent meetings, LCAP stakeholder input meetings, college preparatory meetings.</p> <p>Provide child care and meals, offer flexibility in meeting times and venues to promote attendance.</p> <p>Pay for TB testing and free ID badges to ensure parents can volunteer for OUSD free of charge. Continue to advertise parent volunteer needs on district web-page and flyers.</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent resources, parent training, copy cost for flier distribution, Paper and supplies, and Aeries parent portal. Parental input meetings, surveys 4000-4999: Books And Supplies Supplemental \$2,500</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p>

Continue increased Technological Communication. Use the site level and district wide "auto-dialer" and auto-texter to inform parents of events such as the Title I parent meetings and parents of English Learners to participate in 4-5 DELAC/ELAC meetings per year.

Continue to personally invite Foster parents to attend the LCAP community Input meetings.

Complete parent surveys using online and print methodology.

Continue parental involvement in school site councils - Fund snacks/refreshments

Continue Back-to-School and Open House at each school site

Continue to promote athletics and parental attendance at sporting events.

Hold parent information nights prior to Fall, Winter and Spring seasons.

Continue musical performances at sporting events thus expanding the audiences, especially at football games.

Continue to promote FFA and parental involvement in the showing of animals, participating in fund raisers and attending recognition ceremonies.

Continue social networking updates on Facebook and Twitter.

Continued emailing parents the daily or weekly bulletins

Hold "Cash for College" informational events on weekends for parents.

<p>Continue Freshman Parent night.</p> <p>Continue to hold the 6th grade parent night for parents of students entering CK Price</p> <p>Continue to Fund Aeries and the Parent Portalfunction of Aeries to ensure parents receive timely grade information from teachers.</p>			
<p>Action 2. Continue to Increase the % of EL parents participating in DELAC meetings at the district level.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Concentration \$500</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Continue to increase the % of EL parents participating in DELAC meetings at the district level. . 2. Continue to increase the % of parents attending school functions 3. Continue to improve the return rate on parent surveys. 4. Continue to improve the percentage of parents attending school functions.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1. Increase the % of parents attending school functions by at least 5% as measured by attendance records at informational and input meetings such as the Title I parent meetings, LCAP stakeholder input meetings, college preparatory meetings.</p> <p>Provide child care and meals, offer flexibility in meeting times and venues to promote attendance.</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent resources, parent training, copy cost for flier distribution, Paper and supplies, and Aeries parent portal. Parental input meetings, surveys 4000-4999: Books And Supplies Supplemental \$2,500</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p>

Pay for TB testing and free ID badges to ensure parents can volunteer for OUSD free of charge. Continue to advertise parent volunteer needs on district web-page and flyers.

Continue increased Technological Communication. Use the site level and district wide "auto-dialer" and auto-texter to inform parents of events such as the Title I parent meetings and parents of English Learners to participate in 4-5 DELAC/ELAC meetings per year.

Continue to personally invite Foster parents to attend the LCAP community Input meetings.

Complete parent surveys using online and print methodology.

Continue parental involvement in school site councils - Fund snacks/refreshments

Continue Back-to-School and Open House at each school site

Continue to promote athletics and parental attendance at sporting events.

Hold parent information nights prior to Fall, Winter and Spring seasons.

Continue musical performances at sporting events thus expanding the audiences, especially at football games.

Continue to promote FFA and parental involvement in the showing of animals, participating in fund raisers and attending recognition ceremonies.

Continue social networking updates on Facebook and Twitter.

Continued emailing parents the daily or weekly bulletins

<p>Hold "Cash for College" informational events on weekends for parents.</p> <p>Continue Freshman Parent night.</p> <p>Continue to hold the 6th grade parent night for parents of students entering CK Price</p> <p>Continue to Fund Aeries and the Parent Portalfunction of Aeries to ensure parents receive timely grade information from teachers.</p>			
<p>Action 2. Continue to Increase the % of EL parents participating in DELAC meetings at the district level.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Other \$500</p>

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

GOAL 6:	Orland Unified School District is committed to all areas of student success, including student social emotional well-being. OUSD will provide a safe school climate that promotes attendance and participation and connects students to their school.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Due to budget cuts in the 2013-14 school year, OUSD had fewer counselors, reduced social-emotional and academic support, and less psychological services for students. Principals and staff reported spending more and more time filling these needs. At the same time, research indicates that student achievement levels increase when students feel connected to their school, fell safe on campus, and are supported with their social emotional well being.
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Goal Applies to:	Schools: LEA Wide/All Schools
	Applicable Pupil Subgroups: ALL Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Student attendance rates will increase 2 % from 95% to 97%. 2. Reduce chronic absenteeism district wide by 1 %, from 7% to 6%. 3. Reduce chronic absenteeism at Mill Street school by 3% from 11% to 8%. 4. Eliminate middle school dropouts. Reduce from 0.2% to 0%. 5. Decrease High school dropout rates from 0.3% to .15%. 6. Increase High school graduation rates by 1% from 94% to 95% (includes alt edu.) 7. Reduce Expulsion rate at OHS by half from .03% to .15% 8. Reduce Expulsion rate at CKP by half from .06% to .03%. 9. Reduce suspension rate district-wide by 2%, from 7.8% to 5.8% 10. Increase the percentage of Grade 7,9,11 students that "agree or strongly agree" that they feel safe at their school by 5% on the California Health Kids Survey, from 54%,61% and 70% at each level to 59%, 66%, & 75%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue K-12 commitment to Positive Behavior Intervention and Support (PBIS) as a K-12 system to explicitly teach and reward correct/positive student behaviors & systematically reduce student misconduct. Provide professional development in PBIS. Purchase Statewide information system (SWIS) and train teachers in its use to create and monitor school wide behavior goals and progress. Finish Tier I training and begin Tier II training.	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental \$20,000 Counselors 3 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$199,043 3000-3999: Employee Benefits Supplemental \$77,881 4000-4999: Books And Supplies Supplemental \$2,500

<p>Hire 2.5 additional counselors and a .5 psychologist for K-12 student crises intervention, socio-emotional counseling and support</p> <p>Continue utilization of county "SMART" crisis intervention team for prevention and intervention activities</p> <p>Continue to annually revise school safety plans and each school site and have them approved by their school site council by the Ed Code Mandated March deadline.</p> <p>Continue the DSLT Subcommittee for School Climate K-12.</p> <p>Continue holding the student "Advisory" period at the high school. This period is used for one-on-one teacher/student meetings for academic and social-emotional "check-ins" with students.</p> <p>Implement modifications to OHS graduation requirements to ensure all freshman receive the "Freshman Seminar" class that aims to connect freshman to the high school. See goal 2 for more information on this.</p> <p>Continued to hold rallies and school events K-12 that connect students to their schools.</p> <p>Continue robust 6-12 elective program that includes the arts, Career Technical Education programs, activity classes. See goal 2 for increased electives for students.</p> <p>Continue to support district school safety initiatives and the writing of school safety plans at each site.</p>			
<p>Continue to support 5 site-level foster youth liaisons, one for each comprehensive school site and one for alternative education.</p> <p>Provide Sub Time for 5 foster youth liaisons to mentor and interact with foster youth at each school site and intervene in crisis situations 25 total sub days</p> <p>Continue to fund professional development opportunities for 5 foster youth liaisons. At least one Foster youth summit/year, travel/conference/lodging.</p>	<p>LEA Wide/ All Schools</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration \$3,000</p> <p>3000-3999: Employee Benefits Concentration \$532.59</p> <p>5000-5999: Services And Other Operating Expenditures Concentration \$2,500</p> <p>4000-4999: Books And Supplies \$500</p>

LCAP Year 2: 2016-17

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|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ol style="list-style-type: none"> 1. Continue to increase student attendance rates by appropriately determined level 2. Continue to reduce chronic absenteeism district wide by appropriately determined level 3. Continue to reduce chronic absenteeism at Mill Street school by appropriately determined level 4. Continue the elimination of middle school dropout rate by appropriately determined level 5. Continue to decrease High school dropout rates by appropriately determined level 6. Increase High school graduation rates by appropriately determined level 7. Reduce Expulsion rate at OHS by by appropriately determined level 8. Reduce Expulsion rate at CKP by by appropriately determined level 9. Reduce suspension rate district-wide by appropriately determined level 10. Increase the percentage of Grade 7,9,11 students that "agree or strongly agree" that they feel safe at their school by appropriately determined level |
|--------------------------------------|--|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue K-12 commitment to Positive Behavior Intervention and Support (PBIS) as a K-12 system to explicitly teach and reward correct/positive student behaviors & systematically reduce student misconduct. Provide professional development in PBIS. Purchase Statewide information system (SWIS) and train teachers in its use to create and monitor school wide behavior goals and progress. Finish Tier II training.</p> <p>Continue to fund and evaluate effectiveness of new counselors/psych</p> <p>Continue utilization of county "SMART" crisis intervention team for prevention and intervention activities</p> <p>Continue to annually revise school safety plans and each school site and have them approved by their school site council by the Ed Code Mandated March deadline.</p> <p>Continue the DSLT Subcommittee for School Climate K-12.</p> <p>Continue holding the student "Advisory" period at the high school. This period is used for one-on-one teacher/student meetings for academic and social-emotional "check-ins" with students.</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental \$20,000</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental \$203,024</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$93,544</p>

<p>Monitor the effectiveness of new OHS graduation requirements</p> <p>Continued to hold rallies and school events K-12 that connect students to their schools.</p> <p>Continue robust 6-12 elective program that includes the arts, Career Technical Education programs, activity classes. See goal 2 for increased electives for students.</p>			
<p>Continue to support 5 site-level foster youth liaisons, one for each comprehensive school site and one for alternative education.</p> <p>Provide Sub Time for 5 foster youth liaisons to mentor and interact with foster youth at each school site and intervene in crisis situations 25 total sub days</p> <p>Continue to fund professional development opportunities for 5 foster youth liaisons. At least one Foster youth summit/year, travel/conference/lodging.</p>	<p>LEA Wide/All Schools</p>	<p><u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

1. Continue to increase student attendance rates by appropriately determined level
2. Continue to reduce chronic absenteeism district wide by appropriately determined level
3. Continue to reduce chronic absenteeism at Mill Street school by appropriately determined level
4. Continue the elimination of middle school dropout rate by appropriately determined level
5. Continue to decrease High school dropout rates by appropriately determined level
6. Increase High school graduation rates by appropriately determined level
7. Reduce Expulsion rate at OHS by by appropriately determined level
8. Reduce Expulsion rate at CKP by by appropriately determined level
9. Reduce suspension rate district-wide by appropriately determined level
10. Increase the percentage of Grade 7,9,11 students that "agree or strongly agree" that they feel safe at their school by appropriately determined level

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue K-12 commitment to Positive Behavior Intervention and Support (PBIS) as a K-12 system to explicitly teach and reward correct/positive student behaviors & systematically reduce student misconduct. Provide professional development in PBIS. Purchase Statewide information system (SWIS) and train teachers in its use to create and monitor school wide behavior goals and progress. Finish Tier I training and begin Tier II training.</p> <p>Continue to fund and evaluate effectiveness of new counselors/psych</p> <p>Continue utilization of county "SMART" crisis intervention team for prevention and intervention activities</p> <p>Continue to annually revise school safety plans and each school site and have them approved by their school site council by the Ed Code Mandated March deadline.</p> <p>Continue the DSLT Subcommittee for School Climate K-12.</p> <p>Continue holding the student "Advisory" period at the high school. This period is used for one-on-one teacher/student meetings for academic and social-emotional "check-ins" with students.</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental \$20,000</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental \$207,084</p> <hr/> <p>3000-3999: Employee Benefits Supplemental \$100,466</p>

<p>Monitor the effectiveness of new OHS graduation requirements</p> <p>Continued to hold rallies and school events K-12 that connect students to their schools.</p> <p>Continue robust 6-12 elective program that includes the arts, Career Technical Education programs, activity classes. See goal 2 for increased electives for students.</p>			
<p>Continue to support 5 site-level foster youth liaisons, one for each comprehensive school site and one for alternative education.</p> <p>Provide Sub Time for 5 foster youth liaisons to mentor and interact with foster youth at each school site and intervene in crisis situations 25 total sub days</p> <p>Continue to fund professional development opportunities for 5 foster youth liaisons. At least one Foster youth summit/year, travel/conference/lodging.</p>	<p>LEA Wide/All Schools</p>	<p>__ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Orland Unified is committed to having the basic services required for education. This includes teachers that are appropriately assigned and fully credentialed in the subject areas, students have access to standards aligned instructional materials, and facilities are maintained and in good repair.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify		
Goal Applies to:	Schools: LEA Wide/All Schools Applicable Pupil Subgroups: ALL Students			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Facilities will be maintained and in good repair. Transportation Department will deliver students to school safely and efficiently Students will have access to standards- aligned instructional materials Teachers will be appropriately assigned and fully credentialed in the subject areas. 	<table border="1"> <tr> <td data-bbox="1052 565 1226 852">Actual Annual Measurable Outcomes:</td> <td data-bbox="1226 565 2011 852"> <ol style="list-style-type: none"> According to site FIT reports and newly initiated district safety walk-thrus, sites are well maintained and in good repair. The Transportation department has been fully funded, inspected and is delivering students safely and efficiently. All students have appropriate access as verified by start of year GCOE Williams review, and each subsequent quarterly Williams report. 96% teachers are NCLB Highly Qualified </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> According to site FIT reports and newly initiated district safety walk-thrus, sites are well maintained and in good repair. The Transportation department has been fully funded, inspected and is delivering students safely and efficiently. All students have appropriate access as verified by start of year GCOE Williams review, and each subsequent quarterly Williams report. 96% teachers are NCLB Highly Qualified
Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> According to site FIT reports and newly initiated district safety walk-thrus, sites are well maintained and in good repair. The Transportation department has been fully funded, inspected and is delivering students safely and efficiently. All students have appropriate access as verified by start of year GCOE Williams review, and each subsequent quarterly Williams report. 96% teachers are NCLB Highly Qualified 			
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
Maintain and repair current facilities including utility costs	Budgeted Expenditures	Estimated Actual Annual Expenditures		
	Maintain all district facilities and grounds 0000: Unrestricted LCFF 1,500,000	1. Continued ongoing maintenance of facilities and grounds. Continued Maintenance 2000-2999: Classified Personnel Salaries LCFF \$546,391		
	7000-7439: Other Outgo Other 150,000	Superintendent Initiated district-wide safety walks and site level inspections with the Director of Maintenance and Operations & Transportation (MOT). December/January Roof repairs - Materials/Extra duty Continued Maintenance 3000-3999: Employee Benefits LCFF \$327,146		
New Bus Driver/ Custodian 2000-2999: Classified Personnel Salaries LCFF \$35,770	1/2. Restored one FTE Bus/Custodial/Gardener from Layoff Continued Maintenance 4000-4999: Books And Supplies LCFF \$91,028	New Bus Driver/ Custodian 3000-3999: Employee Benefits LCFF \$25,123		
New Maintenance Position 2000-2999: Classified Personnel Salaries LCFF \$37,359				

		<p>2. New Bus Driver/Custodian hired - This allowed the Director of MOT to stop driving bus & doing custodial to be able to focus more on safety and supervision of his staff</p> <p>1. New maintenance position restored.</p> <p>Abated/Removed Asbestos from OHS Locker Rooms</p> <p>Mill Street playground structure approved and installed.</p>	<p>New Maintenance Position 3000-3999: Employee Benefits LCFF \$25,518</p> <p>Asbestos Removal 5000-5999: Services And Other Operating Expenditures Other \$19,463</p> <p>Playground Equipment 6000-6999: Capital Outlay Other \$37,358</p>
<p>Scope of Service LEA Wide/All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Transportation Department</p>	<p>Transportation expenses including repair and replacement vehicles and buses</p> <p>0000: Unrestricted LCFF 600,000</p>	<p>Maintained and serviced all school Buses, employed, trained, certified and supervised bus drivers.</p>	<p>Maintain Transportation 2000-2999: Classified Personnel Salaries LCFF \$203,715</p> <p>Maintain Transportation 3000-3999: Employee Benefits LCFF \$116,233</p> <p>Maintain Transportation 4000-4999: Books And Supplies LCFF \$80,886</p> <p>Maintain Transportation 5000-5999: Services And Other Operating Expenditures LCFF \$148,723</p>

Scope of Service	LEA Wide/All Schools	Scope of Service	LEA Wide/All Schools
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>General Education administration, personnel, services, materials, supplies, and hardware.</p>	<p>Personnel, services, materials, supplies, professional development and hardware. A district goal is to increase classroom supply budgets when funding becomes available.</p> <p>0000: Unrestricted 8,200,000</p> <hr/> <p>Title II 260,000</p> <hr/> <p>Other 1500</p> <hr/> <p>0000: Unrestricted LCFF 50,000</p> <hr/> <p>Teacher Quality 4000-4999: Books And Supplies</p>	<p>Maintained general education administration, expanded personnel, maintained services, provided materials & supplies and provided and expanded computer hardware and infrastructure.</p> <p>Provided BTSA for 7 Teachers</p> <p>Increased supply budgets.</p>	<p>Maintain GE Admin, expanded personnel, maintained services 1000-1999: Certificated Personnel Salaries LCFF \$561,924</p> <hr/> <p>Maintain GE Admin, expanded personnel, maintained services 2000-2999: Classified Personnel Salaries LCFF \$325,656</p> <hr/> <p>Maintain GE Admin, expanded personnel, maintained services 3000-3999: Employee Benefits LCFF \$519,212</p> <hr/> <p>BTSA 5000-5999: Services And Other Operating Expenditures LCFF \$22,400</p> <hr/> <p>Supply Budget 4000-4999: Books And Supplies LCFF \$212,940</p> <hr/> <p>Computer hardware and Infrastructure 4000-4999: Books And Supplies LCFF \$359,521</p>

Scope of Service	LEA Wide/All Schools	Scope of Service	LEA Wide/All Schools
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal statement changed to read: "OUSD is committed to providing all the services required for high-quality public education for the students of the Orland Community. This includes but is not limited to recruiting and retaining educators that are appropriately assigned and credentialed, providing current, standards- aligned instructional materials for students, and providing facilities that are safe and well maintained". Action # 3 was written as a broad action and was very hard to track in this document. Many of these services and actions are outlined/distributed into other goals for 2015-16		

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

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

Original GOAL 2 from prior year LCAP:	Orland Unified School District is committed to giving students access to a broad course of study that includes all of the subject areas.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	LEA Wide/All Schools		
Expected Annual Measurable Outcomes:	Increasing the number of students completing career pathways by 1%	Actual Annual Measurable Outcomes:	Lagging indicator. Final data not yet available. EAMO to be modified in 15-18 LCAP to ensure more measurable outcomes from within the school year.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
Offering a variety of courses K-12 that enrich student learning	Budgeted Expenditures	Slightly expanded course offerings K-12 that enriched student learning. See below. No additional technology teacher hired. K-5 aides added, see goal 1. OHS <ul style="list-style-type: none"> • Received Grant for CTE Health Pathways grant. • Added French Class • Added AP European History • Grant 3 additional conference periods to Orland High School to foster collaboration between Math, English and Career Technical Education and to provide leadership in the areas of CCSS integration, local and state assessments, and career exploration. 	Estimated Actual Annual Expenditures	
	Personnel, materials, and supplies to offer a variety of courses designed to enhance the core educational program. These courses include Career Technical Education (CTE), Regional Occupational Programs (ROP), K-12 Music and Band, Advanced Placement courses, and other elective classes. One district goal is to be able to hire additional technology teacher or aides for K-5 as funding becomes available. Music expense K- 5 0000: Unrestricted LCFF 70,000		Aides 2000-2999: Classified Personnel Salaries LCFF \$56,232	
	Ag Incentive		Aides 3000-3999: Employee Benefits LCFF \$25,174	
7000-7439: Other Outgo	OHS - CTE 1000-1999: Certificated Personnel Salaries LCFF \$56,637			
	OHS - CTE 3000-3999: Employee Benefits LCFF \$25,174			
	CTE 5000-5999: Services And Other Operating Expenditures LCFF \$1,149			
	Recovery using APEX and Odyssey 5000-5999: Services And Other Operating Expenditures LCFF \$10,459			
	OHS 1000-1999: Certificated Personnel Salaries LCFF \$34,217			
	OHS 3000-3999: Employee Benefits LCFF \$5,417			

		<p>Granted additional classroom period to one CTE teacher for credit recovery using APEX and Odyssey software.</p> <p>2015 - 2016</p> <p>Developed and received board approval for the new "Freshmen Seminar/Careers" Course in 2015-16</p> <p>The goal of this required ninth grade course is to ensure student engagement in the first year of becoming an Orland High School student. Students will develop a sense of inclusion in the school environment, gain an understanding of what it takes to be successful in all classes, and establish a knowledge base of the needed preparation and many career choices that lay ahead of them.</p> <p>A wide range of assignments/projects reinforcing Common Core Standards will be completed over the school year. An emphasis on "Standards for Career Ready Practice" will be integrated throughout much of the curriculum.</p> <p>Sample Units of Study for freshman seminar class:</p> <ul style="list-style-type: none"> • Becoming a Trojan • The Successful OHS Student • Time management • Note taking tips and practice AVID strategies • The School Portfolio • Extracurricular activities log • Community service project • Career Exploration • Work and Career Elements • Jobs, Occupations, and Careers 	
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		<ul style="list-style-type: none"> • Interest inventory • Goal setting/planning • Choosing class schedules • Understanding A-G requirements • 4 year plan • The 15 Industry Sectors and Career Pathways • Choosing a pathway (or two) <p>CK Price - Added more elective offerings for students including: Journalism, World Culture, Two Technology Sections, two Service Learning Periods (no cost to district, modification of existing projects)</p>													
<table border="1"> <tr> <td data-bbox="86 621 233 699">Scope of Service</td> <td data-bbox="233 621 562 699">LEA Wide/All Schools</td> </tr> <tr> <td colspan="2" data-bbox="86 699 562 764"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="86 764 562 1011"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA Wide/All Schools	<input type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 621 1178 699">Scope of Service</td> <td data-bbox="1178 621 1520 699"></td> </tr> <tr> <td colspan="2" data-bbox="1031 699 1520 764"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="1031 764 1520 1011"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service		<input type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA Wide/All Schools														
<input type="checkbox"/> All															
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)															
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OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)															
<p>Offering a variety of courses K-12 that support student learning by remediation.</p>	<p>Intervention Teachers, Instructional Aides, CAHSEE support staff, ELD program staff (see goal #7, Action #2) 0000: Unrestricted LCFF</p> <p>0000: Unrestricted Supplemental Program Improvement 3000-3999: Employee Benefits Title II</p> <p>Teacher Quality 4000-4999: Books And Supplies Title II</p> <p>Principal Training 4000-4999: Books And Supplies Title III</p>	<p>To help with remediation, two previously laid off Intervention Teachers were reinstated along with aide time for K-5 Intervention rotations.</p> <p>ELD Coordinators were given additional periods for ELD Coordination/Remediation. (No Cost)</p> <p>K-5 Intervention program reviewed and revamped by DSLT Intervention subcommittee, FV/MS Principal and Program specialist.</p>	<p>Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$90,092</p> <p>Intervention Teachers 3000-3999: Employee Benefits Supplemental \$46,732</p>												

Scope of Service LEA Wide/All Schools		Scope of Service LEA Wide	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Actions services and expenditures will contribute to the progress on stated goals for 15/16.		

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

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Original GOAL 3 from prior year LCAP:	Orland Unified School District is committed to fully implementing the academic content and performance standards adopted by the state board for all students.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	LEA Wide/All Schools		
	Applicable Pupil Subgroups:	ALL Students		
Expected Annual Measurable Outcomes:	K-8 Common Core implementation		Actual Annual Measurable Outcomes:	Curriculum has been purchased and extensive professional development has occurred. Principals indicate that 100% of their teachers have implemented the CCSS for English/Math. EAMO to be changed to survey format with measurable results in 2015-18 LCAP.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
Implementation of Common Core state standards	Budgeted Expenditures		Estimated Actual Annual Expenditures	
	0000: Unrestricted LCFF 434,682	Purchased and installed site and district level computers and infrastructure with CCSS Funding. Provided CCSS Professional Development from a variety of funding sources	Computers and Infrastructure 4000-4999: Books And Supplies LCFF \$132,803	
	Instructional Materials 6000-6999: Capital Outlay		Professional Development 5000-5999: Services And Other Operating Expenditures LCFF \$31,703	
Purchased CCSS Curriculum from a variety of funding sources.		Curriculum 4000-4999: Books And Supplies LCFF \$158,213		

Scope of Service	LEA Wide/All Schools		Scope of Service	LEA Wide	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Change goal to read "Orland Unified School District is committed to fully implementing the core standards as adopted by the state of California. OUSD will extend its standards implementation with a focus on the incorporation of writing in all content areas and grade levels K-12."				

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Original GOAL 4 from prior year LCAP:	Orland Unified School District is committed to increased Student achievement and student engagement.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	LEA Wide/All Schools		
Expected Annual Measurable Outcomes:	AP passing rate increase by 5%		Actual Annual Measurable Outcomes:	AP pass rates are a lagging indicator, data to be released in July. CAHSEE English pass rate improved 6% from 2014 pass rate CAHSEE Math pass rate improved 7% from 2014 pass rate CELDT Multi-year performance rates improved by 2% for all grade levels/schools from prior year.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
Increasing student achievement and engagement		Budgeted Expenditures	Estimated Actual Annual Expenditures	
		<p>Extended learning opportunities and learning supports may include but not limited to: Saturday School, Summer School, College Connection, Pupil Testing, GATE, Athletics/Coaching, Driver's Education, Independent Study.</p> <p>0000: Unrestricted LCFF 300,000</p>	<p>Extended learning opportunities continued including College Connection, Pupil Testing, GATE, Athletics/Coaching, Driver's Education & Independent Study. Saturday School was added at OHS and CK Price Lunchtime study/detention added at OHS Reviewed Student Assessment Software and selected and adopted "Illuminate" . Professional development initiated.(2 days for teacher leads)</p> <p>Created a DSLT Subcommittee for Intervention K-5. Completed inventory and designed plan with clear guidelines for Tier I, II, and III support for implementation next year.</p>	<p>Extended Learning Opportunities 1000-1999: Certificated Personnel Salaries LCFF \$84,020</p> <p>Extended Learning Opportunities 3000-3999: Employee Benefits LCFF \$29,559</p> <p>Saturday School 1000-1999: Certificated Personnel Salaries LCFF \$2,278</p> <p>Saturday School 3000-3999: Employee Benefits LCFF \$361</p> <p>Lunchtime study/ detention 1000-1999: Certificated Personnel Salaries LCFF \$1,200</p> <p>Lunchtime study/ detention 3000-3999: Employee Benefits LCFF \$19</p> <p>Illuminate Training 5000-5999: Services And Other Operating</p>

		<p>Created a DSLT Subcommittee for Curriculum K-12. Completed inventory and designed a multi-year chart with clearly defined adoption timelines to ensure students have up to date materials.</p> <p>Created a DSLT Subcommittee for Technology K-12. Vetted K-12 Technology standards at all grade levels and each school site for both explicit technology instruction and lesson embedded technology.</p> <p>Created a DSLT Subcommittee for School Climate K-12. Created school climate survey that was distributed to K-12 teachers, students and parents. Researched and adopted Positive Behavior Intervention and Support system from Placer County Office of Education. See also goal 6</p>	<p>Expenditures LCFF \$3,000</p> <p>Sub Committees 4000-4999: Books And Supplies LCFF \$1,000</p> <p>Positive Behavior Intervention and Support 5000-5999: Services And Other Operating Expenditures LCFF \$25,000</p>
<p>Scope of Service LEA Wide/All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Change goal statement to read: Orland Unified School District is committed to increased student achievement district-wide and also specifically for all student sub-groups.</p>		

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Original GOAL 5 from prior year LCAP:	Orland Unified School District is committed to involving parents in the educational process. The district will seek parent input and promote parent participation.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	LEA Wide/All Schools	
	Applicable Pupil Subgroups:	ALL Students	
Expected Annual Measurable Outcomes:	Increased parent participation by 1%		<p>Actual Annual Measurable Outcomes:</p> <p>Greater outreach occurred this year compared to last. See below for what was added new this year</p> <p>All sites completed the following parent involvement activities:</p> <ul style="list-style-type: none"> • Back to School (Fall) • Open House (Spring) • Four DELAC/ELAC Meetings • Bulletins • School Site Councils • publicly available monthly school reports to the Governing Board • Parent & community stakeholder involvement events • Monthly LCAP progress reports to governing board at public meetings <p>Elementary Schools Added</p> <ul style="list-style-type: none"> • Western Night • Chili/Salsa competition • Carnival • Fruits & Vegetable day • 6 Nurtured Heart Parent Trainings (New) <p>Secondary Schools Added</p> <ul style="list-style-type: none"> • Sporting Events • Musical Performances • 6th grade parent orientation (New) • Cash for College Saturday Event • Parent sports season orientations

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Orland is committed to involving parents in the classroom, on field trips, on campuses. Also asking parents for feedback and input	Parent resources, Parent training, copy cost for flier distribution, Paper and supplies, and Aeries parent portal.	<p>OUSD continued efforts to involve parents in the classroom, on field trips and on campuses.</p> <p>Parents of Title I students were personally invited to Title I parent meetings at the beginning of the school year. Parents were briefed on what Title I funding is, how it related to their school and program improvement requirements for their school.</p> <p>Parents of English Learners participated in four DELAC/ELAC meetings during the 2014/15 school year.</p> <p>Foster parents were personally invited to attend the LCAP community Input meetings.</p> <p>All parents were mailed a school climate survey in regards to their student's school site.</p> <p>Parents were elected onto school site councils and, in conjunction with site administration, aligned school plans to the LCAP.</p> <p>OUSD has continued to pay for TB testing to ensure parents can volunteer for OUSD free of charge.</p> <p>OUSD added Nurtured Heart Approach Parent Training. 6 Evening Sessions were taught by certified NHA trainer Kay Paden.</p>	Materials for invitations 4000-4999: Books And Supplies Title I \$200
	0000: Unrestricted LCFF		Mailings 5900: Communications Title III \$1,434
	0000: Unrestricted Supplemental		TB Tests 5000-5999: Services And Other Operating Expenditures LCFF \$250
	0000: Unrestricted Title I		Nurtured Heart approach materials 4000-4999: Books And Supplies LCFF \$1,250
	4000-4999: Books And Supplies Title III		Extracurricular 1000-1999: Certificated Personnel Salaries LCFF \$48,631
		Extracurricular 2000-2999: Classified Personnel Salaries LCFF \$43,492	
		Extracurricular 3000-3999: Employee Benefits LCFF \$12,445	
		Extracurricular 4000-4999: Books And Supplies LCFF \$13,360	
		Extracurricular 5000-5999: Services And Other Operating Expenditures LCFF \$4,930	

		<p>Continued Back-to-School and Open House at each school site. Added both in Alternative Education (NVHS/CDS)</p> <p>Continued to promote athletics and parental attendance at sporting events.</p> <p>Held parent information nights prior to Fall, Winter and Spring seasons.</p> <p>Continued musical performances at sporting events thus expanding the audiences, especially at football games.</p> <p>Continued and expanded Cheer-leading ranks thus expanding the parent participation at sporting events.</p> <p>Continued to promote FFA and parental involvement in the showing of animals, participating in fund raisers and attending recognition ceremonies.</p> <p>Continued social networking updates on Facebook and Twitter.</p> <p>Continued emailing parents the daily or weekly bulletins</p> <p>Increased Technological Communication. Used the site level and district wide "auto-dialer" and auto-texter to inform parents of events.</p> <p>Held "Cash for College" informational event on a Saturday for parents.</p> <p>Freshman Parent night.</p> <p>Held 6th grade parent night for parents of students entering CK Price</p>	
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Scope of Service	LEA Wide/All Schools		Scope of Service	LEA Wide	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Change goal statement to read: "Orland Unified School District is committed to involving parents in the educational process. The district will seek parent input and promote parent participation in their student's education and at their student's school sites".				

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Original GOAL 6 from prior year LCAP:	Orland Unified School District is committed to all areas of student success including social emotional well being, creating a safe school environment, and overall school climate	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools:	LEA Wide/All Schools	
	Applicable Pupil Subgroups:	ALL Students	

Expected Annual Measurable Outcomes:	Decrease in Suspension/Expulsion rate by 3%	Actual Annual Measurable Outcomes:	Final 14/15 OUSD suspension/expulsion rates not yet available. 13/14 suspension rate = 7.8 13/14 expulsion rate = 0.2 Suspension rate of 8.9 from 12/13 fell to 7.8 in 13/14. Expulsion rate remained constant between 2012 - 2014
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure all students have access to support personnel for crisis and on-going support	School psychologist(s), Middle/High School Counselor(s), Psychological Services, Health Services 0000: Unrestricted LCFF	<p>Hired a new psychologist/program specialist with extensive background and training for student crisis situations.</p> <p>Hired Dr. Armand Brett as Director of Special Education. Dr. Brett helped oversee and directly intervened in crises prevention, and de-escalation activities.</p> <p>Utilized county "SMART" crisis intervention team when students exhibit crisis behavior or need ongoing support. The SMART team includes law enforcement, county mental health workers and school personnel.</p>	<p>Psychologist / Program Specialist 1000-1999: Certificated Personnel Salaries LCFF \$89,545</p> <p>Psychologist / Program Specialist 3000-3999: Employee Benefits LCFF \$30,437</p> <p>Director of Special Education 5000-5999: Services And Other Operating Expenditures LCFF \$24,675</p> <p>District Safety Coordinator 1000-1999: Certificated Personnel Salaries LCFF \$93,309</p> <p>District Safety Coordinator 3000-3999: Employee Benefits LCFF \$33,371</p>

		<p>Each site developed/ revised their school safety plan and had them approved by their school site council by the Ed Code Mandated March deadline.</p> <p>Expanded administrative position in alternative education to include the title of "District Safety Coordinator. Responsible for district-level communication, consistency among plans and creating a classroom flip chart for emergency situations.</p>	
<p>Scope of Service LEA Wide/All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Positive and supportive school climate to enhance student performance and engagement</p>	<p>Attendance incentives, School Media Centers, Personnel, supplies, media center books</p> <hr/> <p>0000: Unrestricted LCFF 200,000</p> <p>Instructional Materials</p> <hr/> <p>6000-6999: Capital Outlay</p>	<p>Created a DSLT Subcommittee for School Climate K-12. Created school climate survey that was distributed to K-12 teachers, students and parents.</p> <p>Researched and adopted Positive Behavior Intervention and Support system from Placer County Office of Education. Executed 3 full day training sessions for PBIS. Site level teams consisting 6-12 members each were trained on how to create school rules, themes and positive behavior models that not only have clear consequences for misbehavior but also a strong rewards system for good behavior. Emphasis is placed on clear rules and the explicit training for students on how</p>	<p>Leadership / Student Advisory 1000-1999: Certificated Personnel Salaries LCFF \$7,200</p> <hr/> <p>Leadership / Student Advisory 3000-3999: Employee Benefits LCFF \$1,144</p> <hr/> <p>Leadership / Student Advisory 4000-4999: Books And Supplies LCFF \$1,636</p> <hr/> <p>Positive Behavior Intervention and Support system 5800: Professional/Consulting Services And Operating Expenditures LCFF \$25,000</p>

		<p>to behave well rather than simply enforcing negative consequences for misbehavior. The site level teams consist of students (6-12), parents from each site, classified staff, teachers and administrators. Additional Tier I training scheduled for Fall 2015, with subsequent Tier II training throughout the 2015/16 school year.</p> <p>Continued holding the student "Advisory" period at the high school. This period is used for one-on-one teacher/student meetings for academic and social-emotional "check-ins" with students.</p> <p>Researched and received board approval for modifications to graduation requirements to ensure all freshman received the "Freshman Seminar" class that aims to connect freshman to the high school . See goal 2.</p> <p>Continued to hold rallies and school events K-12 that connect students to their schools.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Change goal statement to read: "Orland Unified School District is committed to all areas of student success, including student social emotional well-being. OUSD will provide a safe school climate that promotes attendance and participation and connects students to their school".</p>		

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

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

Original GOAL 7 from prior year LCAP:	Increased student achievement, course access, and social/emotional well-being for all unduplicated significant subgroups.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA Wide/All Schools	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:	increased student achievement by 3% on local assessments	Actual Annual Measurable Outcomes:	36 % of our EL students grew by one level (AMAO 1) Our EL Reclassification rate grew by 2.2% this year compared to last. EL reclassification data redefined this year locally and statewide due to loss of ELA results from STAR.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Increased services, spending, or offering of support for English Language Learners.	Budgeted Expenditures		Estimated Actual Annual Expenditures
	ELD Coordinators at each site, District Bilingual Services Specialists, Instructional Aides, Materials/Supplies, Professional Development 0000: Unrestricted Supplemental 577,295.60	Maintained ELD Coordinators, District Bilingual Services Specialists, and Instructional Aides at each site. Provided professional development for ELD Coordinators.	ELD 2000-2999: Classified Personnel Salaries Supplemental \$106,675 ELD 3000-3999: Employee Benefits Supplemental \$91,417 Release Time 1000-1999: Certificated Personnel Salaries Supplemental \$460
	0000: Unrestricted Title I 3000-3999: Employee Benefits Title III	Maintained existing # of sections for ELD Support.	Release Time 3000-3999: Employee Benefits Supplemental \$73
		Provided release time for ELD teachers and coordinators as needed for CELDT testing and coordination among sites.	

Scope of Service	LEA Wide/All Schools	Scope of Service	LEA Wide
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increased student achievement, course access, and social/emotional well-being for all special education students including but not limited to autism, specific learning disability and intellectually disabled individuals.</p>	<p>Special education teachers, instructional aides, supplies, psychologists, speech pathologist</p> <hr/> <p>0000: Unrestricted 570,000</p> <hr/> <p>7000-7439: Other Outgo 1,600,000</p> <hr/> <p>0000: Unrestricted LCFF 20,000</p>	<p>Veteran administrator brought in as Interim Director of Special Education to work on compliance efforts (Dr. Brett)</p> <p>Hired District Program Specialist to lead Special Education team (V.Coats)</p> <p>Added 1/2 FTE Special Education teacher each at Mill Street Elementary</p> <p>Hired 1/2 FTE at CK Price to create intensive SPED (NETs) program</p>	<p>Director of Special Education 5800: Professional/Consulting Services And Operating Expenditures LCFF \$24,675</p> <hr/> <p>Program Specialist 1000-1999: Certificated Personnel Salaries LCFF \$89,545</p> <hr/> <p>Program Specialist 3000-3999: Employee Benefits LCFF \$30,437</p> <hr/> <p>1/2 FTE Special Education teacher - MS 1000-1999: Certificated Personnel Salaries LCFF \$47,086</p> <hr/> <p>1/2 FTE Special Education teacher - MS 3000-3999: Employee Benefits LCFF \$24,254</p> <hr/> <p>Hired 1/2 FTE at CK Price 1000-1999: Certificated Personnel Salaries LCFF \$47,086</p> <hr/> <p>Hired 1/2 FTE at CK Price 3000-3999: Employee Benefits LCFF \$24,254</p> <hr/> <p>Professional Development - ELD 5000-5999: Services And Other Operating Expenditures Supplemental \$8,878</p> <hr/> <p>Professional Development - Special Education 5000-5999: Services And Other Operating Expenditures LCFF \$17,665</p>

		<p>Provided Professional Development for Special Education teachers in the following areas: Data Compliance, new Statewide Testing Procedures, Trauma Informed Care, The Nurtured Heart Approach, Executive Functioning, Autism, Legal Issues, Special Education Funding Models, Response to Intervention.</p> <p>The Items below had no additional costs associated with them:</p> <p>Fixed compliance issues at all sites including caseload numbers/staffing, assignments, and initial psycho-educational assessments recommendations for assessments.</p> <p>Special Education Team vertical meetings once a month occurred</p> <p>Created a strong relationship between Special Education Team and English Language Development Team.</p> <p>Director of Special Education and Program Specialist analyzed entire district service model for special education and completed in depth/comprehensive report on all schools regarding compliance and recommendations.</p> <p>District Program Specialist attends County Special Education Administrative meetings to bridge the relationship between regional programs and OUSD.</p> <p>District Program Specialist and new Chief Business Officer created a working budget for Special Education for the first time in OUSD history. This</p>	
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		<p>included position control and specified budgetary guidelines.</p> <p>Special education teachers and program specialist researched specific curriculum for students with disabilities.</p>	
<p>Scope of Service LEA Wide/All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disability</u></p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increased services, spending, or offering of support for Socio-Economically Disadvantaged students</p>	<p>Intervention teachers at Mill Street School and Fairview School, Instructional Aides, Materials/Supplies, Professional Development</p> <p>0000: Unrestricted Supplemental 410,000</p> <p>Program Improvement 3000-3999: Employee Benefits Title II</p> <p>Teacher Quality 4000-4999: Books And Supplies Title II</p> <p>Principal Training 4000-4999: Books And Supplies</p>	<p>Continued Supplemental Educational Services (SES -Free Tutoring) for all qualifying Title I students.</p> <p>Added SES for 16 Foster Students.</p> <p>Continued providing Title I Parent information nights for parents of Title I qualifying students.</p> <p>Hired two LCFF funded Intervention teachers + aide time for struggling K-5 students at Mill Street and Fairview Schools.</p>	<p>SES Tutoring 5000-5999: Services And Other Operating Expenditures Title I \$98,109</p> <p>SES Tutoring - Foster Youth 5000-5999: Services And Other Operating Expenditures Concentration \$3,203</p> <p>Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF \$90,092</p> <p>Intervention Teachers 3000-3999: Employee Benefits LCFF \$46,732</p>

Scope of Service LEA Wide/All Schools	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disability	Scope of Service LEA Wide/All Schools	_ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)
Increased services, spending, or offering of support for Socio-Economically Disadvantaged students	Create a "Foster Youth liason" at each school site to help facilitate the success of the foster youth at that site 0000: Unrestricted Supplemental 0000: Unrestricted LCFF	Named newly assigned alternative education administrator as District Foster Youth liaison and identified five site-level foster youth liaison, one for each comprehensive school site and one for alternative education. Provided Sub Time for foster youth liaisons to mentor and interact with foster youth at each school site. Provided sub time and extra duty pay for foster youth liaisons	District Foster Youth Liaison 1000-1999: Certificated Personnel Salaries Concentration \$93,309 District Foster Youth Liaison 3000-3999: Employee Benefits Concentration \$33,371 Sub Time 1000-1999: Certificated Personnel Salaries Concentration \$1250 Sub Time 3000-3999: Employee Benefits Concentration \$198
Scope of Service LEA Wide/All Schools	_ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Given that goal #7 is a student achievement goal, it will be combined with goal #4 for the 2015-18 LCAP.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$3,610,410</u>
Supplemental and concentration grant funds will support all six of Orland Unified School District’s LCAP goals. Supplemental, Concentration, and other district funds will be used to:	
<ol style="list-style-type: none"> 1. Provide more support for struggling students, including but not limited to foster youth, EL students and low income students (2 additional Intervention Teachers & aide time) 2. Provide more support for ELD students (Additional sections 6-8, more elective course access 9-12, expanded services for EL students with IEPs) 3. Provide more social-emotional, mental health counseling & support for students, including but not limited to foster youth, EL students and low income students (Creation of new Student Support Division, addition of 2 counselors and 1 psych/counselor) 4. Provide more support for Special Education Students, including foster, EL and low income students (aid time, reformation of SPED FTE at OHS, PD for admin, staff, parents) 5. Expand Career Technical Education (CTE) course offerings (Psychology, Medical Terminology, Retail) 6. Expand opportunities for 9th graders to connect to their school (Creation of new Freshman Seminar course) 7. Revamp of 9th grade required courses – Replace Tech/Geography with Research/Current Events/Tech/Geography 8. Expand elective offerings in grades 6-8 ({STEAM – Science, Technology, Art & Math}, Health, Tech, Journalism, Yearbook) 9. Expand opportunities for students K-12 to connect to their school and be productive inside class and out in common areas (Positive Behavior Intervention & Support -PBIS) 10. Continue and expand supports for Foster Youth (maintain foster youth liaisons (FYs), additional release time for FYs for crisis/support intervention, PD for FYs and District FY Coordinator, Budget for events/celebrations) 11. Implement a new district-wide assessment and student progress monitoring system (Illuminate) 12. Create smaller class sizes K-3 13. Expand district, school-site, and classroom technological resources 14. Continue to provide support for foster, ELD and Title I students in alternative settings such as independent study, continuation school and CDS 	

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

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

22.18	%
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The overall increase in funding for the unduplicated subgroups will be made up of increases in spending and services for low income students, EL students and an increase in foster youth services. In order to support these students, OUSD will:

1. Provide more support for struggling students, including but not limited to foster youth, EL students and low income students (2 additional Intervention Teachers & aide time)
2. Provide more support for ELD students (Additional sections 6-8, more elective course access 9-12, expanded services for EL students with IEPs)
3. Provide more social-emotional, mental health counseling & support for students, including but not limited to foster youth, EL students and low income students (Creation of new Student Support Division, addition of 2 counselors and 1 psych/counselor)
4. Provide more support for Special Education Students, including foster, EL and low income students (aid time, reformation of SPED FTE at OHS, PD for admin, staff, parents)
5. Expand Career Technical Education (CTE) course offerings (Psychology, Medical Terminology, Retail)
6. Expand opportunities for 9th graders to connect to their school (Creation of new Freshman Seminar course)
7. Revamp of 9th grade required courses – Replace Tech/Geography with Research/Current Events/Tech/Geography
8. Expand elective offerings in grades 6-8 ({STEAM – Science, Technology, Art & Math}, {Health, Tech, Journalism, Yearbook})
9. Expand opportunities for students K-12 to connect to their school and be productive inside class and out in common areas (Positive Behavior Intervention & Support -PBIS)
10. Continue and expand supports for Foster Youth (maintain foster youth liaisons (FYs), additional release time for FYs for crisis/support intervention, PD for FYs and District FY Coordinator, Budget for events/celebrations)
11. Implement a new district-wide assessment and student progress monitoring system (Illuminate)
12. Create smaller class sizes K-3
13. Expand district, school-site, and classroom technological resources
14. Continue to provide support for foster, ELD and Title I students in alternative settings such as independent study, continuation school and CDS

The overall increased and/or improved services for foster, EL and low-income students equals or exceeds the supplemental/concentration funds received by the district.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	4,573,477.60	5,802,734.17	12,977,891.59	11,982,467.68	11,096,583.00	36,056,942.27
	0.00	0.00	18,000.00	0.00	62,000.00	80,000.00
Concentration	0.00	131,331.00	153,540.59	7,016.00	7,648.00	168,204.59
LCFF	3,174,682.00	5,170,512.17	6,467,084.00	6,714,647.00	6,806,334.00	19,988,065.00
Other	151,500.00	56,821.00	2,137,337.00	2,199,575.00	1,214,790.00	5,551,702.00
Supplemental	987,295.60	344,327.00	3,687,576.00	2,538,772.68	2,875,565.00	9,101,913.68
Title I	0.00	98,309.00	431,941.00	445,371.00	90,000.00	967,312.00
Title II	260,000.00	0.00	76,413.00	77,086.00	34,046.00	187,545.00
Title III	0.00	1,434.00	6,000.00	0.00	6,200.00	12,200.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	4,311,977.60	5,802,734.17	12,977,891.59	11,982,467.68	11,096,583.00	36,056,942.27
0000: Unrestricted	4,161,977.60	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	1,437,881.00	7,604,720.00	7,095,054.00	6,432,662.00	21,132,436.00
2000-2999: Classified Personnel Salaries	0.00	1,355,290.00	279,405.00	285,645.25	217,566.00	782,616.25
3000-3999: Employee Benefits	0.00	1,448,652.17	3,531,550.59	3,470,817.43	2,977,655.00	9,980,023.02
4000-4999: Books And Supplies	0.00	1,052,837.00	1,048,016.00	900,651.00	984,500.00	2,933,167.00
5000-5999: Services And Other Operating Expenditures	0.00	419,607.00	309,000.00	195,100.00	314,200.00	818,300.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	49,675.00	35,200.00	35,200.00	0.00	70,400.00
5900: Communications	0.00	1,434.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	0.00	37,358.00	170,000.00	0.00	170,000.00	340,000.00
7000-7439: Other Outgo	150,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	4,311,977.60	5,802,734.17	12,977,891.59	11,982,467.68	11,096,583.00	36,056,942.27
0000: Unrestricted	LCFF	3,174,682.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	987,295.60	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	Concentration	0.00	94,559.00	3,000.00	3,000.00	3,000.00	9,000.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	1,252,770.00	4,498,477.00	4,584,367.00	4,676,054.00	13,758,898.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	851,039.00	859,390.00	241,975.00	1,952,404.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	90,552.00	1,984,625.00	1,376,067.00	1,483,633.00	4,844,325.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	232,579.00	237,230.00	0.00	469,809.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	35,000.00	35,000.00	28,000.00	98,000.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	0.00	72,209.00	0.00	0.00	72,209.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	1,248,615.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	32,559.00	32,559.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	106,675.00	207,196.00	285,645.25	185,007.00	677,848.25
3000-3999: Employee Benefits	Concentration	0.00	33,569.00	55,331.59	0.00	648.00	55,979.59
3000-3999: Employee Benefits	LCFF	0.00	1,276,861.17	1,968,607.00	2,130,280.00	2,130,280.00	6,229,167.00
3000-3999: Employee Benefits	Other	0.00	0.00	410,610.00	441,550.00	9,756.00	861,916.00
3000-3999: Employee Benefits	Supplemental	0.00	138,222.00	981,427.00	773,960.43	830,925.00	2,586,312.43
3000-3999: Employee Benefits	Title I	0.00	0.00	109,362.00	118,141.00	0.00	227,503.00
3000-3999: Employee Benefits	Title II	0.00	0.00	6,213.00	6,886.00	6,046.00	19,145.00
4000-4999: Books And Supplies		0.00	0.00	18,000.00	0.00	0.00	18,000.00
4000-4999: Books And Supplies	Concentration	0.00	0.00	500.00	1,516.00	1,500.00	3,516.00
4000-4999: Books And Supplies	LCFF	0.00	1,052,637.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	873,688.00	896,635.00	905,500.00	2,675,823.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	155,828.00	2,500.00	77,500.00	235,828.00
4000-4999: Books And Supplies	Title I	0.00	200.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	62,000.00	62,000.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	3,203.00	22,500.00	2,500.00	2,500.00	27,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	289,954.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	19,463.00	2,000.00	2,000.00	25,000.00	29,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	8,878.00	188,500.00	100,600.00	128,500.00	417,600.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	98,109.00	90,000.00	90,000.00	90,000.00	270,000.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	6,000.00	0.00	6,200.00	12,200.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	49,675.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	35,200.00	35,200.00	0.00	70,400.00
5900: Communications	Title III	0.00	1,434.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	0.00	37,358.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Supplemental	0.00	0.00	170,000.00	0.00	170,000.00	340,000.00
7000-7439: Other Outgo	Other	150,000.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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