

**§ 15497. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

**LEA: Orland Joint Unified   Contact: Jeff Scheele, Interim Superintendent, jscheele@orlandusd.net, (530) 865-1200   LCAP Year: 2014-15**

***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.*

*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. 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 should comply with instructions and 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. 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 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:**

**Parent involvement:** efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

| Involvement Process  | Impact on LCAP  |
|--|---|
| <p>Orland Unified School District held a variety of meetings with stakeholder groups throughout the 2013-2014 school year. There were two parent/student meetings, one DLAC/ELAC meeting, one meeting with Orland Teachers Association bargaining team and a meeting with CSEA bargaining team. All these meetings were held with the intent to review the current data and information about the district along with reviewing the new LCAP requirements. The District School Leadership Team (DSLTL) was another very important group in the process. The DSLTL team started by reviewing the district LEA plan, Common core spending plan and a report by a district consultant to make sure all the district priorities were a part of the LCAP compilation list. The LCAP compilation list was then reviewed by the DSLTL and the list was refined and prioritized based on the 8 state priorities. Lastly, every school staff reviewed the final compilation document and submitted individual staff feedback on the "top 10" goals for the LCAP to focus on for the 2014 year and "top 10" goals for the 2015 school year.</p> <p>The final step in the process will be the public inspection beginning June 23rd, the public hearing will take place June 26th, and finally the board will consider adoption at the June 27th board meeting.</p> <p>LCAP Timeline</p> <p>1/22/14- ELAC/DLAC and parent meeting</p> <p>1/23/14- DSLTL Meeting, LCAP planning and collection of ideas</p> <p>January-February 2014 Staff Meeting to review compilation list</p> <p>January 24, 2014- Admin meeting</p> <p>January 28, 2014- CSEA bargaining unit consulted</p> <p>February 25, 2014- DSLTL reviewed Compilation list</p> <p>February 26, 2014- OTA bargaining unit consulted</p> <p>February 27, 2014- Parent meeting</p> <p>March 12, 2014- DSLTL subcommittee to prioritize the compilation list</p> | <p>All the input gathered by the various groups was collected and included in a LCAP compilation document. That document was used as a guiding document for the district leadership team (DSLTL) to consider and refine. As a result of stakeholder input the district has included a number of goals into the LCAP for when funding becomes available.</p> |

| Involvement Process   | Impact on LCAP |
|---|----------------|
| <p>March 19-April 11- Staff meetings and staff reviewed final compilation list and selected "top 10" for 2014-2015 and "top 10" for 2015-2016</p> <p>May 28, 2014- Public Hearing, inviting all parents including ELAC, Foster Youth to give input on LCAP Draft</p> <p>June 23, 2014- Public inspection of LCAP Draft</p> <p>June 26, 2014- Public Hearing of LCAP and Public Hearing of 2014-2015 budget adoption</p> |                |

## **Section 2: Goals and Progress Indicators**

*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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

## **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 "Engagement" (e.g., pupil and parent)?

- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?)                      | Goals   |  |  | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) |  |  | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|--|--|-------------------------------------|--|--|--|--|
|   | Description of Goal   | Applicable Pupil Subgroups<br>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected<br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |                                     | LCAP YEAR<br>Year 1:<br>2014-15  | Year 2:<br>2015-16   | Year 3:<br>2016-17   |  |
| Fit Annual Report- review any needs and corrective actions that may need to be addressed. % of Teachers that are "highly qualified" | 1) 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 | ---ALL Students---   | --- LEA Wide/All Schools ---   | Not Applicable                      | Facility updates and repairs, 100% teachers will be highly qualified       | Facility Updates and repairs. 100% teachers will be highly qualified | Facility Updates and repairs. 100% teachers will be highly qualified | Basic State Standards Implementation School Climate  |

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?) | Goals   |  |  | What will be different/improved for students? (based on identified metric) |  |  | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|---|--|--|--|--|--|--|
|  | Description of Goal   | Applicable Pupil Subgroups<br>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected<br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |  |  |  |  |
|  | maintained in good repair.  |  |  |  |  |  |  |
| Number of students enrolled in CTE courses at the high school that complete a Career Pathway.                  | 2) Orland Unified School District is committed to giving students access to a broad course of study that includes all of the subject areas. | ---ALL Students---   | --- LEA Wide/All Schools ---   | Not Applicable   | Increasing the number of students completing career pathways by 1% | Increasing the number of students completing career pathways by 1% | Increasing the number of students completing career pathways by 1%   |
| Common core is being implemented across the district. Mathematics is the only subject                          | 3) Orland Unified School District is committed to fully implementing the academic   | ---ALL Students---   | --- LEA Wide/All Schools ---   | Not Applicable   | K-8 Common Core implementation                                     | Integrated 1 Implementation  | Integrated 2 Implementation  |
|  |   |  |  |  |  |  | State Standards Implementation<br>Course Access<br>Pupil Achievement<br>Pupil Engagement   |

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?)  | Goals  |   |  | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) |                                |                                | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|--|---|--|-------------------------------------|--|--------------------------------|--------------------------------|--|
|   | Description of Goal  | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected<br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |                                     | LCAP YEAR<br>Year 1:<br>2014-15  | Year 2:<br>2015-16             | Year 3:<br>2016-17             |  |
| not fully implemented in the 9-12th grade levels. Integrated 1 will be implemented in the 2014-2015 school year, Integrated 2 will be implemented in the 2015-2016 school year and Integrated 3 will be implemented in the 2016-2017 school year. | content and performance standards adopted by the state board for all students. |   |  |                                     |  |                                |                                | School Climate   |
| Student achievement is  | 4) Orland Unified School   | ---ALL Students---  | --- LEA Wide/All Schools ---   | Not Applicable                      | AP passing rate increase by 5%   | AP passing rate increase by 5% | AP passing rate increase by 5% | State Standards Implementation   |

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?)  | Goals  |   |   | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) |                    |                    | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|--|---|---|-------------------------------------|--|--------------------|--------------------|--|
|   | Description of Goal  | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |                                     | LCAP YEAR<br>Year 1:<br>2014-15  | Year 2:<br>2015-16 | Year 3:<br>2016-17 |  |
| measured by performance on standardized tests, % of students that are college and career ready, % of English learners that become English proficient, English learner reclassification rate, and % of students that pass Advanced Placement exams with 3 or higher. | District is committed to increased student achievement and student engagement. |   |   |                                     |  |                    |                    | Course Access<br>Pupil Achievement<br>Pupil Engagement<br>School Climate   |
| Parent attendance at  | 5) Orland Unified School   | ---ALL Students---  | --- LEA Wide/All Schools ---  | Not Applicable                      | Increased parent   | Increased parent   | Increased parent   | Parent Involvement   |

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?) | Goals   |  |  | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) |   |   | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|---|--|--|-------------------------------------|--|---|---|--|
|  | Description of Goal   | Applicable Pupil Subgroups<br>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected<br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |                                     | LCAP YEAR<br>Year 1:<br>2014-15  | Year 2:<br>2015-16                          | Year 3:<br>2016-17                          |  |
| school events and participation in parent clubs. Sign in at Parent events to track participation               | District is committed to involving parents in the educational process. The district will seek parent input, promote parent participation. |  |  |                                     | participation by 1%  | participation by 1%                         | participation by 1%                         | Pupil Engagement<br>School Climate   |
| Students need to feel safe and connected in their school setting. Metric- Suspension/Expulsion rate            | 6) Orland Unified School District is committed to all areas of student success including social emotional well being, creating            | ---ALL Students---   | --- LEA Wide/All Schools ---   | Not Applicable                      | Decrease in Suspension/Expulsion rate by 3%                                | Decrease in Suspension/Expulsion rate by 3% | Decrease in Suspension/Expulsion rate by 3% | Other Pupil Outcomes<br>Parent Involvement<br>Pupil Engagement<br>School Climate   |

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?)  | Goals  |   |   | Annual Update: Analysis of Progress  | What will be different/improved for students? (based on identified metric) |  |  | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|--|---|---|--|--|--|--|--|
|   | Description of Goal  | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)   | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |  | LCAP YEAR<br>Year 1:<br>2014-15  | Year 2:<br>2015-16                                     | Year 3:<br>2016-17                                     |  |
| Orland Unified has significant subgroups and the district wants to ensure that all students are performing at a high level. Metric - State testing achievement scores and student attendance rates. In addition, OUSD | 7) Increased student achievement, course access, and social/emotional well-being for all unduplicated significant subgroups. | Students with Disability<br>*Economically Disadvantaged<br>*English Learner (EL)<br>Hispanic or Latino<br>*Foster Youth | --- LEA Wide/All Schools ---  | Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section. | increased student achievement by 3% on local assessments                   | increased student achievement by 3% on CELDT and CAASP | increased student achievement by 3% on CELDT and CAASP | Basic Course Access<br>Pupil Achievement<br>Pupil Engagement<br>School Climate   |

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?) | Goals               |  |  | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) |                    |                    | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|---------------------|--|--|-------------------------------------|--|--------------------|--------------------|--|
|  | Description of Goal | Applicable Pupil Subgroups<br>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected<br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |                                     | LCAP YEAR<br>Year 1:<br>2014-15  | Year 2:<br>2015-16 | Year 3:<br>2016-17 |  |
| Will use local assessments to measure student growth.  |                     |  |  |                                     |  |                    |                    |  |

### **Section 3: Actions, Services, and Expenditures**

*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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

| Goal<br>(include and identify all goals from Section 2)  | Related State and Local Priorities (from Section 2) | Actions and Services  | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |  |  |
|--|---|---|---|---|---|--|--|
|  |   |   |   |   | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16  | Year 3: 2016-17  |
| 1) 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 in good repair. | Basic   | 1) Maintain and repair current facilities including utility costs | --- LEA Wide/All Schools ---                              | Not Applicable                                | Maintain all district facilities and grounds<br>(0000) \$1,500,000<br>(8150) \$150,000<br>LCFF Basic<br>(0000),Other  | Maintain all district facilities and grounds<br>(0000) \$1,500,000<br>(8150) \$150,000<br>LCFF Basic<br>(0000),Other | Maintain all district facilities and grounds<br>(0000) \$1,500,000<br>(8150) \$150,000<br>LCFF Basic<br>(0000),Other |
|  | Basic   | 2) Transportation Department                                      | --- LEA Wide/All Schools ---                              | Not Applicable                                | Transportation expenses   | Transportation expenses  | Transportation expenses  |

| Goal<br>(include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services  | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services   | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?  |  |  |
|---|---|---|---|--|--|--|--|
|   |   |   |   |  | LCAP YEAR<br>Year 1: 2014-15   | Year 2: 2015-16  | Year 3: 2016-17  |
|   |   |   |   |  | including repair and replacement vehicles and buses (0000)<br>\$600,000<br>LCFF Basic (0000)   | including repair and replacement vehicles and buses (0000)<br>\$600,000<br>LCFF Basic (0000)   | including repair and replacement vehicles and buses (0000)<br>\$600,000<br>LCFF Basic (0000)   |
|   | Basic   | 3) General Education administration, personnel, services, materials, supplies, and hardware | --- LEA Wide/All Schools ---                              | Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section. | Personnel, services, materials, supplies, professional development and hardware. A district goal is to increase classroom supply budgets when funding becomes available.<br>Unrestricted<br>\$8,200,000<br>Lottery \$260,000<br>Title 2 \$1500<br>Title 6 \$50,000<br>LCFF Basic (0000), Lottery (1100), Title II Teacher Quality (4035), Title VI | Personnel, services, materials, supplies, professional development and hardware. A district goal is to increase classroom supply budgets when funding becomes available.<br>Unrestricted<br>\$8,200,000<br>Lottery \$260,000<br>Title 2 \$1500<br>Title 6 \$50,000<br>LCFF Basic (0000), Lottery (1100), Title II Teacher Quality (4035), Title VI | Personnel, services, materials, supplies, professional development and hardware. A district goal is to increase classroom supply budgets when funding becomes available.<br>Unrestricted<br>\$8,200,000<br>Lottery \$260,000<br>Title 2 \$1500<br>Title 6 \$50,000<br>LCFF Basic (0000), Lottery (1100), Title II Teacher Quality (4035), Title VI |

| Goal<br>(include and identify all goals from Section 2)   | Related State and Local Priorities (from Section 2)         | Actions and Services   | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services   | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?  |  |  |
|---|---|--|---|--|--|--|--|
|   |   |  |   |  | LCAP YEAR<br>Year 1: 2014-15   | Year 2: 2015-16  | Year 3: 2016-17  |
| 2) Orland Unified School District is committed to giving students access to a broad course of study that includes all of the subject areas. | State Standards Implementation Course Access School Climate | 1) Offering a variety of courses K-12 that enrich student learning | --- LEA Wide/All Schools ---                              | Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section. | (4126)<br>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 | (4126)<br>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 | (4126)<br>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 |

| Goal<br>(include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2)         | Actions and Services  | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/ services  | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?   |   |   |
|---|---|---|---|--|---|---|---|
|   |   |   |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16   | Year 3: 2016-17   |
|   |   |   |   |  | expense K-5<br>\$70,000<br>LCFF Basic<br>(0000),Lottery<br>(1100),Ag<br>Incentive (7010)  | expense K-5<br>\$70,000<br>LCFF Basic<br>(0000),Lottery<br>(1100),Ag<br>Incentive (7010)  | expense K-5<br>\$70,000<br>LCFF Basic<br>(0000),Lottery<br>(1100),Ag<br>Incentive (7010)  |
|   | State Standards Implementation Course Access School Climate | 2) Offering a variety of courses K-12 that support student learning by remediation. | --- LEA Wide/All Schools ---                              | Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section. | Intervention Teachers, Instructional Aides, CAHSEE support staff, ELD program staff (see goal #7, Action #2)<br>LCFF Basic<br>(0000),LCFF Supplemental<br>(0000),LCFF Concentration<br>(0000),Title I<br>Basic (3010),Title I Program<br>Improvement<br>(3185),Title II<br>Teacher Quality<br>(4035),Title II<br>Principal Training<br>(4036),Title III LEP<br>(4203) | Intervention Teachers, Instructional Aides, CAHSEE support staff, ELD program staff (see goal #7, Action #2)<br>LCFF Basic<br>(0000),LCFF Supplemental<br>(0000),LCFF Concentration<br>(0000),Title I<br>Basic (3010),Title I Program<br>Improvement<br>(3185),Title II<br>Teacher Quality<br>(4035),Title II<br>Principal Training<br>(4036),Title III LEP<br>(4203) | Intervention Teachers, Instructional Aides, CAHSEE support staff, ELD program staff (see goal #7, Action #2)<br>LCFF Basic<br>(0000),LCFF Supplemental<br>(0000),LCFF Concentration<br>(0000),Title I<br>Basic (3010),Title I Program<br>Improvement<br>(3185),Title II<br>Teacher Quality<br>(4035),Title II<br>Principal Training<br>(4036),Title III LEP<br>(4203) |
| 3) Orland Unified                                       | State Standards   | 1) Implementation   | --- LEA Wide/All  | Not Applicable -   | Purchase common   | Purchase common   | Purchase common   |

| Goal<br>(include and identify all goals from Section 2)  | Related State and Local Priorities (from Section 2)              | Actions and Services           | Level of Service<br>(indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/ services   | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?  |  |  |
|--|--|--------------------------------|---|---|--|--|--|
|  |  |                                |   |   | LCAP YEAR<br>Year 1: 2014-15   | Year 2: 2015-16  | Year 3: 2016-17  |
| School District is committed to fully implementing the academic content and performance standards adopted by the state board for all students. | Implementation Pupil Achievement Pupil Engagement School Climate | of Common Core state standards | Schools ---   | 2013 is the first year for the LCAP so there will be no information to input in this section. | core aligned curriculum, Purchase technology and technology infrastructure, Professional Development, Instructional Materials (consumables).<br>One district goal is to hire 2 teachers per school to provide PE/Art/tech teacher to release general education teachers time to collaborate.<br>Another goal is to purchase new intervention curriculum aligned with common core standards. Both goals will be considered when funding becomes | core aligned curriculum, Purchase technology and technology infrastructure, Professional Development, Instructional Materials (consumables).<br>One district goal is to hire 2 teachers per school to provide PE/Art/tech teacher to release general education teachers time to collaborate.<br>Another goal is to purchase new intervention curriculum aligned with common core standards. Both goals will be considered when funding becomes | core aligned curriculum, Purchase technology and technology infrastructure, Professional Development, Instructional Materials (consumables).<br>One district goal is to hire 2 teachers per school to provide PE/Art/tech teacher to release general education teachers time to collaborate.<br>Another goal is to purchase new intervention curriculum aligned with common core standards. Both goals will be considered when funding becomes |

| Goal<br>(Include and identify all goals from Section 2)   | Related State and Local Priorities (from Section 2)     | Actions and Services                             | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/ services  | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?  |  |  |
|---|---|--|---|--|--|--|--|
|   |   |  |   |  | LCAP YEAR<br>Year 1: 2014-15   | Year 2: 2015-16  | Year 3: 2016-17  |
|   |   |  |   |  | available.<br>Common Core Grant \$434,682<br>LCFF Basic (0000), Lottery Instructional Materials (6300), Common Core (7405)   | available.<br>Common Core Grant \$434,682<br>LCFF Basic (0000), Lottery Instructional Materials (6300), Common Core (7405)   | available.<br>Common Core Grant \$434,682<br>LCFF Basic (0000), Lottery Instructional Materials (6300), Common Core (7405)   |
| 4) Orland Unified School District is committed to increased student achievement and student engagement. | Pupil Achievement<br>Pupil Engagement<br>School Climate | 1) Increasing student achievement and engagement | --- LEA Wide/All Schools ---                              | Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section. | Extended learning opportunities and learning supports may include but not limited to: Saturday School, Summer School, College Connection, Pupil Testing, GATE, Athletics/Coachin g, Driver's Education, Independent Study. (0000) \$300,000<br>LCFF Basic (0000) | Extended learning opportunities and learning supports may include but not limited to: Saturday School, Summer School, College Connection, Pupil Testing, GATE, Athletics/Coachin g, Driver's Education, Independent Study. (0000) \$300,000<br>LCFF Basic (0000) | Extended learning opportunities and learning supports may include but not limited to: Saturday School, Summer School, College Connection, Pupil Testing, GATE, Athletics/Coachin g, Driver's Education, Independent Study. (0000) \$300,000<br>LCFF Basic (0000) |
| 5) Orland Unified School District is committed to   | Parent Involvement<br>Pupil Engagement                  | 1) Orland is committed to involving parents      | --- LEA Wide/All Schools ---                              | Not Applicable - 2013 is the first year for the LCAP   | Parent resources, Parent trainings, copy cost for filer  | Parent resources, Parent trainings, copy cost for filer  | Parent resources, Parent trainings, copy cost for filer  |

| Goal<br>(include and identify all goals from Section 2)   | Related State and Local Priorities (from Section 2)        | Actions and Services  | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/ services  | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |   |   |
|---|--|---|---|--|---|---|---|
|   |  |   |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16   | Year 3: 2016-17   |
| involving parents in the educational process. The district will seek parent input, promote parent participation.  | School Climate   | in the classroom, on field trips, on campuses. Also asking parents for feedback and input |   | so there will be no information to input in this section.  | distribution, Paper and supplies, and Aeries parent portal.<br>LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203)                       | distribution, Paper and supplies, and Aeries parent portal.<br>LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203) | distribution, Paper and supplies, and Aeries parent portal.<br>LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203) |
| 6) 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. | Other Pupil Outcomes<br>Pupil Engagement<br>School Climate | 1) Ensure all students have access to support personnel for crisis and on-going support   | --- LEA Wide/All Schools ---                              | Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section. | School psychologist(s), Middle/High School Counselor(s), Psychological Services, Health Services (0000) \$ LCFF Basic (0000)  | School psychologist(s), Middle/High School Counselor(s), Psychological Services, Health Services (0000) \$ LCFF Basic (0000)  | School psychologist(s), Middle/High School Counselor(s), Psychological Services, Health Services (0000) \$ LCFF Basic (0000)  |
|   | Other Pupil Outcomes<br>Pupil Engagement<br>School Climate | 2) Positive and supportive school climate to enhance student                              | --- LEA Wide/All Schools ---                              | Not Applicable - 2013 is the first year for the LCAP so there will be no                                       | Attendance Incentives, School Media Centers, Personnel,   | Attendance Incentives, School Media Centers, Personnel,   | Attendance Incentives, School Media Centers, Personnel,   |

| Goal<br>(include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2)        | Actions and Services  | Level of Service<br>(indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/ services  | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |  |  |
|---|--|---|---|--|---|--|--|
|   |  |   |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16  | Year 3: 2016-17  |
|   |  | performance and engagement  |   | information to input in this section.  | supplies, media center books (0000) \$200,000 (6300) \$ (6300) \$<br>LCFF Basic (0000),Lottery (1100),Lottery Instructional Materials (6300)  | supplies, media center books (0000) \$200,000 (6300) \$ (6300) \$<br>LCFF Basic (0000),Lottery (1100),Lottery Instructional Materials (6300) | supplies, media center books (0000) \$200,000 (6300) \$ (6300) \$<br>LCFF Basic (0000),Lottery (1100),Lottery Instructional Materials (6300) |
|   | Other Pupil Outcomes<br>Pupil Engagement<br>School Climate | 3) All school sites will develop an annual school safety plan to include all the required state components, bully prevention, along with school-wide behavioral interventions and consequences. | --- LEA Wide/All Schools ---                              | Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section. | None<br>LCFF Basic (0000)   | None<br>LCFF Basic (0000)  | None<br>LCFF Basic (0000)  |

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

| Goal<br>(Include and identify all goals from Section 2, if applicable)   | Related State and Local Priorities (from Section 2)     | Actions and Services   | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/ services  | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?  |  |  |
|--|---|--|---|--|--|--|--|
|  |   |  |   |  | LCAP YEAR<br>Year 1: 2014-15   | Year 2: 2015-16  | Year 3: 2016-17  |
| 7) Increased student achievement, course access, and social/emotional well-being for all unduplicated significant subgroups. | Pupil Achievement<br>Pupil Engagement<br>School Climate | 1) Increased services, spending, or offering of support for English Language Learners.<br><br>Applicable Subgroups:<br>*English Learner (EL) | --- LEA Wide/All Schools ---                              | Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section. | ELD Coordinators at each site, District Bilingual Services Specialists, Instructional Aides, Materials/Supplies, Professional Development<br><br>\$577,295.60<br>LCFF<br>Supplemental (0000),LCFF<br>Concentration (0000),Title I<br>Basic (3010),Title III LEP (4203) | ELD Coordinators at each site, District Bilingual Services Specialists, Instructional Aides, Materials/Supplies, Professional Development<br><br>\$577,295.60<br>LCFF<br>Supplemental (0000),LCFF<br>Concentration (0000),Title I<br>Basic (3010),Title III LEP (4203) | ELD Coordinators at each site, District Bilingual Services Specialists, Instructional Aides, Materials/Supplies, Professional Development<br><br>\$577,295.60<br>LCFF<br>Supplemental (0000),LCFF<br>Concentration (0000),Title I<br>Basic (3010),Title III LEP (4203) |

| Goal<br>(include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2)                      | Actions and Services   | Level of Service<br>(indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services   | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?               |   |   |
|--|--|--|---|--|---|---|---|
|  |  |  |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16   | Year 3: 2016-17   |
|  | Basic Pupil Achievement  | 2) 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.<br><br>Applicable Subgroups: Students with Disability | --- LEA Wide/All Schools ---                              | Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section. | Special education teachers, instructional aides, supplies, psychologists, speech pathologist IDEA-\$570,000<br>Unrestricted/(6500)-\$1,600,000<br>SELPA (9000)<br>\$20,000<br>LCFF Basic (0000),IDEA (3310),Other | Special education teachers, instructional aides, supplies, psychologists, speech pathologist IDEA-\$570,000<br>Unrestricted/(6500)-\$1,600,000<br>SELPA (9000)<br>\$20,000<br>LCFF Basic (0000),IDEA (3310),Other | Special education teachers, instructional aides, supplies, psychologists, speech pathologist IDEA-\$570,000<br>Unrestricted/(6500)-\$1,600,000<br>SELPA (9000)<br>\$20,000<br>LCFF Basic (0000),IDEA (3310),Other |
|  | Course Access<br>Pupil Achievement<br>Pupil Engagement<br>School Climate | 3) Increased services, spending, or offering of support for Socio-Economically Disadvantaged students  | --- LEA Wide/All Schools ---                              | Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section. | Intervention teachers at Mill Street School and Fairview School, Instructional Aides, Materials/Supplies, Professional  | Intervention teachers at Mill Street School and Fairview School, Instructional Aides, Materials/Supplies, Professional  | Intervention teachers at Mill Street School and Fairview School, Instructional Aides, Materials/Supplies, Professional  |

| Goal<br>(Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2)                      | Actions and Services   | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/ services  | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?          |  |  |
|--|--|--|---|--|--|--|--|
|  |  |  |   |  | LCAP YEAR<br>Year 1: 2014-15   | Year 2: 2015-16  | Year 3: 2016-17  |
|  |  | Applicable Subgroups:<br>Students with Disability<br>*Economically Disadvantaged<br>*English Learner (EL)<br>Hispanic or Latino<br>*Foster Youth   |   |  | Development \$410,000<br>LCFF<br>Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title I Program<br>Improvement (3185),Title II Teacher Quality (4035),Title II Principal Training (4036) | Development \$410,000<br>LCFF<br>Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title I Program<br>Improvement (3185),Title II Teacher Quality (4035),Title II Principal Training (4036) | Development \$410,000<br>LCFF<br>Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title I Program<br>Improvement (3185),Title II Teacher Quality (4035),Title II Principal Training (4036) |
|  | Course Access<br>Pupil Achievement<br>Pupil Engagement<br>School Climate | 4) OUSD will create foster liasons at each site that will collaborate and work with the district liason and Glenn County Office of Education Foster youth director. Overall, this will increase services, spending, and/or | --- LEA Wide/All Schools ---                              | Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section. | Create a "Foster Youth liason" at each school site to help facilitate the success of the foster youth at that site.<br>LCFF<br>Supplemental (0000),LCFF Concentration (0000)                                 | Create a "Foster Youth liason" at each school site to help facilitate the success of the foster youth at that site.<br>LCFF<br>Supplemental (0000),LCFF Concentration (0000)                                 | Create a "Foster Youth liason" at each school site to help facilitate the success of the foster youth at that site.<br>LCFF<br>Supplemental (0000),LCFF Concentration (0000)                                 |

| Goal<br>(include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services   | Level of Service<br>(indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|--|---|--|---|---|---|-----------------|-----------------|
|  |   |  |   |   | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
|  |   | offering of support for Foster Youth students.<br>Applicable Subgroups:<br>*Foster Youth |   |   |   |                 |                 |

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

10.64% increase, \$1,500,000 Supplemental and Concentration grant funds are included as a part of the unrestricted LCFF.

For the 2014-15 school year, Orland Unified School District will be able to use supplemental funds to hire two Intervention teachers for Mill Street School and Fairview School. In addition, OUSD will continue services to provide a full ELD support program. Finally, Tier II and Tier III school-wide interventions will stay in place. OUSD is choosing to spend the supplemental and concentration funds for these purposes because it meets the education code requirements for services along with providing effective programs to see our most "at-risk" populations achieve academically.

Orland Unified School district is not below 55% of unduplicated pupils.

D. 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). 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). 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.

In the 2013-2014 school year, Orland Unified School District was unable to continue two school-wide intervention services at Fairview and Mill Street Schools. The positions were paid out of federal title funds and there was a reduction in revenue along with increasing personnel costs. However, for the 2014-2015 school year OUSD will be able to use supplemental funds to hire two Intervention teachers for Mill Street School and Fairview School. In addition, the English Language Development (ELD) program will stay intact. However, the total number of ELD sections offered in 2014-2015 will be increased by 2 district-wide. The overall increase in services for the unduplicated subgroups will be made up of increases in spending, ELD sections, and an increase in foster youth services. The overall spending of supplemental/concentration funds will be \$418,368.60 which is an increase over the 2012/2013 EIA allocation of \$388,519 that is considered the baseline. This increase of \$29,849.60 in spending plus the additional sections of ELD and the district identifying foster youth liaisons at every site equals more than a 10.64% total increase in services.

10.64%

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