



LOCAL CONTROL & ACCOUNTABILITY PLAN 2014-2017

Board Approval and Adoption – June 5, 2014



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LCAP Year: 2014-2017

Orange Unified School District Mission Statement

"The Orange Unified School District, being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy."

Top Ten Core Values

THIS WE BELIEVE ABOVE ALL ELSE ...

1. That all students will learn.
2. That all available resources will be utilized to ensure student success.
3. That everyone needs to model servant leadership.
4. That creating a shared vision will empower others.
5. That communicating our shared vision requires honesty and consistency.
6. That all people should be treated with respect and dignity.
7. That we demonstrate trustworthiness by all we say and do.
8. That we need to listen empathically and respectfully to understand the message beyond the words.
9. That everyone is our customer and, therefore, we will always follow-up and follow-through.
10. That what's best for our students comes first and foremost.



Local Control & Accountability Plan (LCAP) Executive Summary

Introduction to the Local Control and Accountability Plan

After more than 40 years of funding schools according to a calculation known as the “Revenue Limit,” the California State Legislature in 2013 approved Governor Jerry Brown’s plan for the Local Control Funding Formula (LCFF). The LCFF will bring an increase in funding to the Orange Unified School District over the next eight years. The LCFF eliminated most “categorical” programs—restricted funds that could be used only for specific purposes. Our state funding now comes with a “base grant” that is the same for all school districts as well as supplemental and concentration funding based on the number of students who are English language learners, low income or foster youth. The new funding that is generated through the LCFF is dedicated to improve the learning outcomes for three groups of students: English language learners (ELL), low-income (LI) students and foster youth (FY). In addition to a “base grant”, that is the same for all districts in the state; Districts receive additional funding based on the unduplicated count of students who qualify in one of those three groups. For each student in one of those three categories, districts receive what is known in the LCFF as a “supplemental grant.” Districts that have more than 55% of their students in one of those three categories also receive a “concentration grant.” The Orange USD only receives Supplemental Funding due to the 51% unduplicated count of students.

In enacting the LCFF, the Legislature also approved the Local Control and Accountability Plan (LCAP), which mandates that districts describe how they intend to meet annual goals for all students and address state and local priorities. The accountability plan must align goals to the defined priorities, set targets for improvement based on data and link expenditures to the District’s goals. In creating the LCAP requirement, the California legislature established priorities that must be included in the plan. These include:

- ***Conditions of Learning***

- Basic: Williams Settlement Criteria
- Implementation of Common Core State Standards
- Course Access

- ***Pupil Outcomes***

- Pupil Achievement
- Other Student Outcomes

- ***Engagement***

- Parent Involvement
- Pupil Engagement
- School Climate

In enacting the LCFF, the Legislature also established requirements for stakeholder engagement in the process, including specific review by parents. The district's stakeholder engagement is detailed in Section I of the LCAP.

Section 1: Stakeholder Engagement Process

- Process started early in September 2013
- English and Spanish Survey on District Website – over 1000 responses received
- Parent, community members, pupils, bargaining units and partner stakeholders servicing English Learners, Foster Youth, Low Income students have been involved in multitude of planning meetings
- Principals engaged parents at school site level in obtaining input and providing information about LCFF/LCAP
- LCAP Stakeholder Engagement Process Timeline which includes (but not limited to) consulting with Superintendent's District Advisory Council (DAC), Employee Groups, Curriculum Council, Foster Youth Parent advisory, District English Learner Advisory Council (DELAC) and Special Education Community Advisory Committee (CAC)

Section 2: Goals and Progress Indicators

Section 3: Action, Services and Expenditures

It is also expected that Districts align goals and progress indicators to the appropriate actions, services and expenditures to meet the needs of students to improve student outcomes. The overwhelming response from the community was to focus on the social-emotional aspects of student learning and improve student engagement and connectedness. Section 2 and 3 of the LCAP provide detailed descriptors of the actions and services proposed to meet these needs.

Conditions for Learning

OUSD Main Goal: All Students will receive a high quality education in a safe environment that prepares them to graduate from high school, college and career ready.

Includes State Priorities: Basic Services, Implementation of Common Core State Standards, and Course Access

- **Actions, Services and Expenditures include:**
 - ✓ Professional development on intervention/support programs
 - ✓ Professional development for teachers in CCSS/ELD standards
 - ✓ Expansion Career Technical Education (CTE) courses/pathways and resources
 - ✓ Instructional Specialists –CCSS, Arts/Music, Science/Technology
 - ✓ Increase technology/facilities support for all students
 - ✓ CCSS supplemental materials alignment

Pupil Outcomes

OUSD Main Goal: *All Students will attain mastery or demonstrate academic growth toward mastery in core content areas.*

Includes State Priorities: Student Achievement and Other Student Outcomes

- **Actions, Services and Expenditures include:**
 - ✓ Credit recovery classes and online classes
 - ✓ Summer school programs and bridge programs for secondary students
 - ✓ College and career programs (AVID, Honors, GATE, IB, A-G Courses)
 - ✓ RtI /Intervention teachers to support EL, Low SES, Foster Youth
 - ✓ Supplemental instructional materials for English Learners
 - ✓ Technology resources and assessments to monitor learning

Engagement

OUSD Main Goal: *Student and parent engagement will be promoted through an increased sense of safety and improved school climate and school connectedness.*

Includes State Priorities: Parental Involvement, Pupil Engagement and Student School Climate

- **Actions, Services and Expenditures include:**
 - ✓ Parent trainings and workshops on various topics (leadership, college and career, engagement/motivation, School Site Council)
 - ✓ Resources for college and career pathways for students
 - ✓ Science kits/Action labs/Hands-on learning
 - ✓ Increase technology training and resources for student engagement
 - ✓ Teacher/counselor efficacy and relationship building
 - ✓ Additional Counselors, Psychologists, and Nurses
 - ✓ Foster Youth /Homeless Coordinator, Special Needs Coordinator

Orange Unified School District Use of LCFF Supplemental Funds

ON TARGET

LCAP State Priorities and Use of Supplemental Funds



Conditions for Learning

- Professional Development*
- Career Technical Education*
- Supplemental Materials*
- Instructional Specialists*
- Technology Support*
- Facilities Support*
- Maintenance Support*
- Clerical Support*



Pupil Outcomes

- Intervention Classes
- Credit Recovery
- On-line Courses
- Summer School
- Bridge classes
- College/Career Readiness
- Intervention Teachers
- Instructional Aides
- Supplemental EL Materials
- Technology Resources
- Increase Resources for Foster/Homeless Youth



Engagement

- Parent Leadership Training
- Parent College/Career Resources
- Hands-on/Project Based Learning
- Teacher Technology Training
- Teacher/Counselor Relationship Building
- Additional Counselors, Nurses, Psychologists
- Coordinator- Foster Youth
- Community Day School
- California Healthy Kids Surveys



Positions

The District LCAP details services and expenditures to increase educational programs for enhanced base and supplemental services including the addition of new positions as listed below. Categorical Programs (\$1,183,536), LCFF Supplemental Funds (\$2,160,192), and LCFF Base Funds (\$ 2,296,717) will fund the enhanced services for the new positions.

Certificated	Classified
Counselors (6)	Accounting Technician (1)
Instructional Specialists/TOSA (9)	Assistant Principal Secretary (4)
Nurses (10)	Bus Aides/Behavior Aides (7)
Psychologists (4)	Custodians (4)
RtI Teachers (10)	Maintenance Techs/Specialists (3)
Speech and Language Therapist (1)	Senior Secretary (1)
Special Education Teachers (3)	Tech Support Specialists (2)
	Web & Internet Comm. Specialist (1)
	Special Education Bus Driver (1)

Certificated - Leadership	Classified - Leadership
Coordinators (3)	Director, Information Services

The District LCAP also details services and expenditures that include the following actions to restore time previously cut from selected positions as detailed below.

Position	Action
Classified - Technology Support Specialists (all)	Restore 1 month of service
Classified - Facilities Use Assistant (1)	Restore 1 month of service
Classified - Transportation Clerks (2)	Restore 1 month of service
Classified - Nutrition Services Clerk (1)	Restore 2 months of service
Certificated Leadership - Coordinator SCS (1)	Restore 1 month of service

Conclusion

The LCAP is an ambitious document created from the input of the Orange USD community. This document meets both the requirements of state law and the expectations of the district’s stakeholders. The LCAP is a significant change in how school district funding priorities have been set, for the first time mandating significant engagement with stakeholders and demanding specific accountability for the effectiveness of the adopted strategies.

The District thanks the community for its efforts in the development of this plan.

LCAP - Board Approval and Adoption – June 5, 2014

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

Introduction:

LEA: Orange Unified School District Michael L. Christensen, Superintendent, Ph (714) 628-4533, superintendent@orangeusd.org

LCAP Year: 2014-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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)*

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?

The Orange Unified School District began the Stakeholder Engagement process early in September 2013 with an annual review of all student achievement outcomes at both the District level and Site level involving multiple constituent groups. The chart below lists significant stakeholder meetings for discussion of the LCAP priorities and goals, a review of relevant data and opportunities for input and survey dialogue. The District has posted an LCAP survey, in English and Spanish, on the District main page since October 2013. Parents, community members, pupils, bargaining units and partner stakeholders servicing our English Learners, Foster Youth and Low Income students have been involved in the multitude of planning meetings.

- 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?

The Stakeholder involvement process began prior to the State Board Adoption the LCAP template in late March 2014 in order to allow many opportunities for the community to provide information to the LCAP process. As part of the Orange Unified School District continuous improvement cycle, Principals review student data in the “Student Achievement Conferences” held annually each fall with the Superintendent, Executive Cabinet and Educational

Services Staff. The important process of aligning data to the instructional interventions is then detailed at the schools sites with the relevant stakeholders to set goals annually for student achievement. These school site council meetings are held in October with parents and the relevant stakeholders providing input. In addition, the annual review the District Student Achievement Results (API/AYP) and action plans are shared with the District Advisory Council (DAC), the District English Learner Advisory Council (DELAC), and Superintendent’s Employee Forum.

- 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?

The District provided data on the following measures during “Student Achievement Conferences”, site level meetings and the relevant stakeholder meetings listed in the chart:

Basic Services – Teacher credentialing, Williams Textbook Sufficiency, Conditions of Facilities

Common Core Implementation – Teacher participation in Professional Development - Awareness, Transition and Implementation

Parent Involvement – Participation in committees, survey results, Western Association of Schools and Colleges (WASC) & Single School Plan Development, District English Learners Advisory Committee (DELAC), District Advisory Committee (DAC), and additional stakeholder meetings on the chart below – Gifted and Talented Education (GATE), Education Technology Advisory Committee (ETAC), Foster Youth Committee, Special Ed Community Advisory Committee, Career Technical Education Advisory.

Student Achievement – Students and subgroups reaching proficiency, API and subgroup performance, graduation & dropout rates, graduates completing UC/CSU courses, English Learner Reclassification Rates, California English Language Development Test (CELDT) scores, Title III Program Report data, Advanced Placement Scores & Access, College Board Online Reports, Early Assessment Program (EAP) results, California High School Exit Exam (CAHSEE) Passage rates, certificates of completion for special education students, special education referral reduction data, district benchmark assessment data

Student Engagement – Attendance rates, chronic absenteeism rates, middle and high school dropout rates, discipline data, student satisfaction surveys, access to clubs and extracurricular activities, and Parent Teacher Association (PTA) involvement rubric process

School Climate – Suspension, expulsion and truancy rates, California Healthy Kids Survey, School Site Council Input, school climate surveys, Positive Behavior Intervention Support data

Course Access – AERIES (OUSD student information system) course database on Advanced Placement (AP), Advancement Via Individual Determination (AVID) and Career Technical Education (CTE) access, enrollment in online learning

Other Student Outcomes – National Merit Scholars, California Scholarship Federation, Career Technical Education Pathway Completion, Concurrent Community College Enrollment, County/Statewide Academic Awards and Challenges, Seal of Biliteracy

- 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?

All LCFF Community Survey results are recorded and categorized in the chart below. This information allowed staff to prioritize additional support services to schools to improve student achievement. The LCAP was presented to the DELAC and DAC at their April Meetings with the analysis of the stakeholder survey results and comments received used for additional refinement of the LCAP which will be included in this section of the LCAP. On April 11, the DELAC indicated approval and complete support for actions and services in the LCAP, lauding the District for the comprehensive plans. In addition, a draft of the LCAP in English and Spanish is posted on online for additional input prior to the public hearing at the May 8th Board Meeting. Consultation with employee organizations is ongoing.

Summary Report

Local Control Funding Formula (LCFF) Community Survey

The Orange Unified School District widely distributed a LCFF Community Stakeholder Survey to determine specific needs for improving student achievement. The survey was posted on the district website, distributed at a multitude of district, school site and community meetings. The survey was sorted and categorized by themes to provide for the several priority areas. A total of **1027** surveys were received from stakeholders including parents/guardians, community members, students, certificated staff (OUEA), classified staff (CSEA), leadership staff, and other interested parties.

1. How can OUSD help more students to attend school regularly?

- District/School Incentives**- Provide positive reinforcement such as incentives and recognition to motivate and engage students to attend school (e.g. certificates, assemblies, and personal contact) **(287)**
- Late Start Time** - Have school/classes start at a later time **(113)**
- Enforcing Rules/Regulations and Fines** - Charge parents for absenteeism and implement harsher penalties **(108)**
- Improved Classes/Environment** – Keep school engaging, make it fun and more interesting **(77)**
- Teacher Quality** - More teacher-student connectedness and higher teacher quality **(46)**
- Transportation** - Provide transportation/busing **(24)**
- Improve Schools** - Make schools more attractive/clean **(15)**
- Technology** - Improve technology in the schools **(14)**

2. How can OUSD help more students do well in their classes?

- After School Help/Tutoring** – provide before school and/or after school tutoring programs such peer tutoring, mentor programs, study hall to help students with homework (281)
- Reduce Class Size** – fewer kids in each class, lower student to teacher ratio, smaller class size (188)
- Teacher and Counselor Quality** – Hire more teachers/counselors that are engaging, respectful and available to students (173)
- Motivate and Support Students** - provide positive environment, positive incentives to make students feel good about themselves (127)
- Technology** - Increase the use of technology in the classroom (53)
- Improve classes/courses** - provide courses that include hands on activities for learning (49)
- Teacher Training** - train teachers in the newest technology (23)

3. How Can OUSD help more students to graduate from high school?

- Encouraging Students** – Make learning more fun, interesting and more hands on. In addition, provide morale boosting activities, positive support systems, and more student involvement (180)
- Availability of Counselors/Teachers to students** – Have counselors /teachers be more available to students, counselors /teachers need to be more invested in working with students. They need to be available to keep track and help guide students; have counselors meet regularly with students. (175)
- Intervention/Tutoring** - Provide Saturday /Summer School, more intervention for those students that are failing, peer tutoring, credit recovery options and one-on-one tutoring sessions (157)
- College Awareness** - Promote College to students at an early age and emphasize the importance of getting an education (83)
- Encourage Involvement** - Encourage students and parents to get involved early on with the schools (20)
- Reduce class work/courses** - Less homework and fewer credits to graduate from high school (14)
- Parent Outreach** - Increase parent/school line of communication and provide parent trainings (12)
- Vocational Classes** - Bring back vocational courses such as wood shop, metal shop etc. (10)

4. How can OUSD help more students prepare for college and careers?

- College workshops/Fairs** - provide workshops on how to apply for college, information on how to get scholarships and financial aid, college prep courses especially in Jr. and Sr. year, counseling, seminars, train parents and meet with students (308)
- Student Support** - Provide early preparation for college beginning in elementary, offer more AP classes and AVID (146)
- Real Life Experiences** - Incorporate industry grade materials and activities into the curriculum provide families with opportunities for real life experiences/jobs, ROP, pathways etc., real-life application and experiences by teaming up with businesses, firms, partners, etc., Teachers could teach more life-oriented subjects or teach things students will use later in life (125)
- Counselors** - Have the counselors be more involved with the students individually, provide more counselors at the sites, have counselors who are more informed about college information (66)
- College Events** - Schools offer college night, visits to colleges and invite professionals from different career fields (25)
- Parent Education** - Communicate with parents on the importance of college (23)
- Technology** - Increase student's use of technology and their skills (10)
- Motivation** - Support students in their efforts to attend college (10)

5. How can OUSD help more parents to become involved in our schools?

- Family Activities** – Offering student-parent events like “family meet and greet”, bake sales, talent shows and information nights (174)
- Parent Communication** – More communication between parents /teachers via mtgs., emails, paperwork going home, phone calls, positive versus negative information / communications, conferences (158)
- Parent Classes/Trainings** – Educate parents on the importance of higher education and provide meetings at different times am./pm. (86)
- Mandatory/Parent Meetings** – Make parent meetings mandatory, offer meetings at different time’s am/pm, flexible times, weekend meetings, offering translators at meetings (40)
- Technology** - Improve the parent portal on the OUSD website (21)
- Incentives** - Provide parents with incentives to get involved such as certificates (21)
- Positive School Environment** - Welcoming front office to all parents and friendly staff to all parents (21)
- Translations** - provide translation at various school meetings (6)

- 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?

English Learners and socioeconomically disadvantaged (SED) parents were engaged through the monthly meetings of the District English Learners Advisory Committee (DELAC)/Title I District Advisory Committee (Title I DAC) and the school site English Learner Advisory Committee (ELAC)/School Site Council (SSC) meetings. In addition, Foster Youth parents were sent a specific survey and a meeting was held at the district office to identify their unique needs. Socioeconomically disadvantaged (SED) students and their parents were included in all aspects of the planning meetings in the chart below, but specifically through the required LCAP meetings at local schools sites.

- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

The annual update of student data will involve the sharing of the relevant data identified in number 3 in the continuous improvement cycle of the annual “student achievement conferences”. In addition, the local school site meetings reviewed the relevant interventions and services pertaining to student outcomes and data metrics. This will be shared at the annual review and new goals and actions will be tailored to student needs and incorporated in the LCAP. Specifically, the input from the meetings resulted in alignment of the LCAP goals and services that improve school culture and climate through student engagement and school connectedness. The themes that resonated in all meetings reflect a general consensus that the District has done excellent work raising student achievement and meeting the academic needs of students, but more attention should be put to the development of programs and services to affect the “whole child”, such as social and emotional services and school climate.

LCAP Stakeholder Engagement Process – Timeline

- Sept. 4 - Superintendent’s Forum – Certificated and Classified Employees
- Sept. 11 - Student Achievement Conference – Elementary Principals Cluster Data Analysis
- Sept. 13 - OUSD District English Learners Advisory Committee (DELAC) – Discuss student achievement and LCFF
- Sept. 18 - Student Achievement Conference – Elementary Principals Cluster Data Analysis
- Sept. 25 - Student Achievement Conference – Elementary Principals Cluster Data Analysis
- Oct. 2 - Superintendent’s Forum – Certificated and Classified Employees
- Oct. 9 - Student Achievement Conference – Secondary Principals Cluster Data Analysis
- Oct. 18 - OUSD District English Learners Advisory Committee (DELAC) – Discuss student achievement and LCAP input
- Oct. 22 - Curriculum Council Planning and Input
- Oct. 30 - District Advisory Council (DAC) Meeting – Review data / discuss budget
- Nov. 6 - Superintendent’s Forum – Certificated and Classified Employees
- Nov. 12 - Common Core Parent Training /LCAP Input
- Nov. 14 - OUSD Board Meeting LCAP Update
- Nov. 18 - Common Core Parent Training /LCAP Input
- Nov. 19 - Curriculum Council Planning and Input
- Dec. 2 - OUSD Educational Technology Advisory Committee (ETAC) - LCAP priorities
- Dec. 9 - OUSD District English Learners Advisory Committee (DELAC) – Discuss LCAP priorities and survey input
- Mar. 10 - OUSD Educational Services Meeting – LCAP Community Survey Summary Report, Data analysis, Goals and Priorities
- Mar. 10 - OUSD Gifted & Talented Education (GATE) Community Advisory Committee (CAC)
- Mar. 14 - OUSD District English Learners Advisory Committee (DELAC) - LCAP Planning/Review
- Mar. 14 - OUSD Program Improvement/Common Core Meeting – Refine LCAP Goals
- Mar. 17 - OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
- Mar. 17 - OUSD Parent Common Core and LCFF Parent Input Meeting
- Mar. 18 - OUSD Elementary Principals Meeting –LCAP Planning/Review
- Mar. 20 - OUSD Secondary Principals Meeting – LCAP Planning/Review
- Mar. 21 - OUSD Educational Technology Advisory Committee (ETAC) - LCAP Planning/Review
- Mar. 24 - OUSD Parent Common Core and LCFF Parent Input Meeting
- Mar. 25 - OUSD Educational Services Directors consult with Orange Unified Education Association (OUEA) on the Draft LCAP
- Mar. 25 - OUSD Curriculum Council - LCAP Planning/Review/Consult
- Mar. 26 - OUSD District Advisory Council (DAC) - LCAP Planning/Review/Consult
- Mar. 27 - OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
- Mar. 27 - OUSD LCAP Meeting – Foster Youth Focus Group
- Mar. 28 - OUSD Program Improvement/Common Core Meeting – Refine LCAP Goals
- April 8 - OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
- April 9 - OUSD Human Resources consults with OUSD CSEA leadership on the Draft LCAP
- April 11 - OUSD District English Learners Advisory Committee (DELAC) – LCAP Draft review and planning
- April 14 - OUSD Educational Services Meeting – LCAP Draft review, Data analysis, Goals, Priorities and expenditure alignment
- April 15 - OUSD Elementary Principals Meeting – LCAP Draft Review and Consult
- April 15 - OUSD Special Education Community Advisory Committee (CAC) – LCAP Update Review and Consult
- April 17 - OUSD Secondary Principals Meeting – LCAP Update Planning/Review/Consult
- April 17 - OUSD Board Meeting – LCAP Board Update
- April 18 - OUSD Program Improvement/Common Core Meeting – Refine LCAP Draft Plan
- April 21 - OUSD Human Resources/Educational Services consults with OUSD CSEA leadership on the LCAP

LCAP Stakeholder Engagement Process – Timeline Con't

- April 22 - OUSD Educational Services Directors and Human Resources consult OUEA Leadership Committee on the Draft LCAP
- April 22 - OUSD Curriculum Council – LCAP Review/Consult – Draft
- April 22 - OUSD District Advisory Council (DAC) - LCAP Update and Review/Consult – Draft
- April 23 - OUSD Foster Youth Parent Advisory Committee- LCAP Update and Review/Consult- Draft
- May 5 - OUSD Educational Technology Advisory Committee (ETAC) - LCAP Update / Technology Plan Update – Review/Consult –Draft
- May 6 - OUSD Human Resources/Educational Services consults with OUSD CSEA leadership on the LCAP
- May 8 - OUSD Board Meeting – Budget and LCAP Public Hearing
- May 12 - OUSD Gifted & Talented Education (GATE) Community Advisory Committee (CAC)–LCAP Update Review and Consult
- May 12 - OUSD Educational Services Meeting – LCAP Data analysis, Goals and Priorities
- May 13 - OUSD Elementary Principals Meeting – LCAP Update - Review/Consult
- May 15 - OUSD Secondary Principals Meeting – LCAP Update - Review/Consult
- May 21 - OUSD District Advisory Council (DAC) - LCAP Update – Review/Consult
- May 20 - OUSD Special Education Community Advisory Committee (CAC) – LCAP Update- Review/Consult
- May 23 - OUSD District English Learners Advisory Committee (DELAC) – LCAP Update Review/Consult
- May 27 - OUSD Curriculum Council - LCAP Update Review/Consult
- June 5 - OUSD Board Meeting - Final Budget and LCAP Board approval

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”?

Conditions of Learning - **Main Goal:** *All students will receive a high quality education in a safe environment that prepares them to graduate from high school, college and career ready.*

This goal is reflective of our underlying vision that in order for students to become life-long learners, who can adapt to the constant changes in a diverse and technology-driven global economy, then it is critical that they ascertain the skills of communication, collaboration, critical thinking, creativity and citizenship.

Priority 1: Basic

Goal #1: All teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching, ensuring Highly Qualified Teacher (HQT) status.

Goal #2: All school sites will have facilities in good or excellent standing with an increased access to technology for all.

Goal #3: All students will have access to standards-aligned instructional materials.

Priority 2: Implementation of Common Core State Standards and ELD Standards

Goal #4: All teachers will enhance their instructional practice through participating in various professional development training that focus on 21st century teaching and learning.

Goal # 5: All teachers will participate in Common Core State Standards and ELD Standards Professional development.

Goal # 6: Increase supplemental resources, materials, and services to ensure access to the Common Core State English Language Arts, Math, Literacy in the Content Areas, and English Language Development Standards that will enhance student learning and proficiency levels in order to ensure academic success in all subject areas.

Priority 7: Course Access

Goal #7: Increase Career Technical Education (CTE) resources and student participation in CTE and Science, Technology, Engineering, Arts and Mathematics (STEAM) courses.

Goal #8: Increase courses to enhance college and career opportunities for all students, such as Advancement via Individual Determination (AVID), Expository Reading Writing Course (ERWC), Advanced Placement (AP), International Baccalaureate (IB), and College Board approved A-G courses.

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?

Pupil Outcomes - Main Goal: *All students will attain mastery or demonstrate academic growth towards mastery in core content areas.* As students move toward becoming proficient 21st century learners, the LEA recognizes the need to move from teacher- directed, whole group instruction to a balanced learner-centered environment that fosters vibrant engagement, real-life application, and information/communication technologies.

Priority 4: Pupil Achievement

Goal #9: All students will demonstrate competency in all subject areas: English, Math, Science, History, Visual and Performing Arts, Physical Education and English Language Development, with additional technology support to enhance student achievement and monitor student progress.

Goal# 10: Additional Extended Day programs and effective interventions will be implemented to improve learning for all students, especially English learners, Low Income, and Foster Youth.

Priority 8: Other Pupil Outcomes

Goal #11: Increase pupil enrollment in and resources/services for Advancement Via Individual Determination (AVID), Gifted and Talented Education (GATE), Honors, Advanced Placement (AP), International Baccalaureate (IB), A-G courses, Expository Reading Writing Course (ERWC), Career Technical Education (CTE), and Science, Technology, Engineering, Arts and Mathematics (STEAM) to improve student college and career readiness.

3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?

Engagement- Main goal: *Student and parent engagement will be promoted through an increased sense of safety, improved school climate and school connectedness.*

In order for our students to become career and college ready, it is essential that they experience teamwork, networks, and a sense of community in order to understand how they fit and impact the larger local and global contexts.

Priority #3: Parent Involvement

Goal #12: Increase parent involvement workshops and activities, stakeholder engagement trainings, and parent input in decision-making practices at district and schools, especially with English Learners, Low Income, and Foster Youth parents.

Goal #13: Increase resources and services to improve parent involvement and decision-making practices at all schools.

Priority 5: Pupil Engagement

Goal #14: Increase pathways to college and career programs and provide resources and support systems to engage students in learning.

Goal #15: Increase student engagement through use of technology and digital literacy.

Goal #16: Increase student attendance and decrease chronic truancies and absenteeism.

Goal #17: Increase graduation rate and reduce dropout rate (8-12th grades).

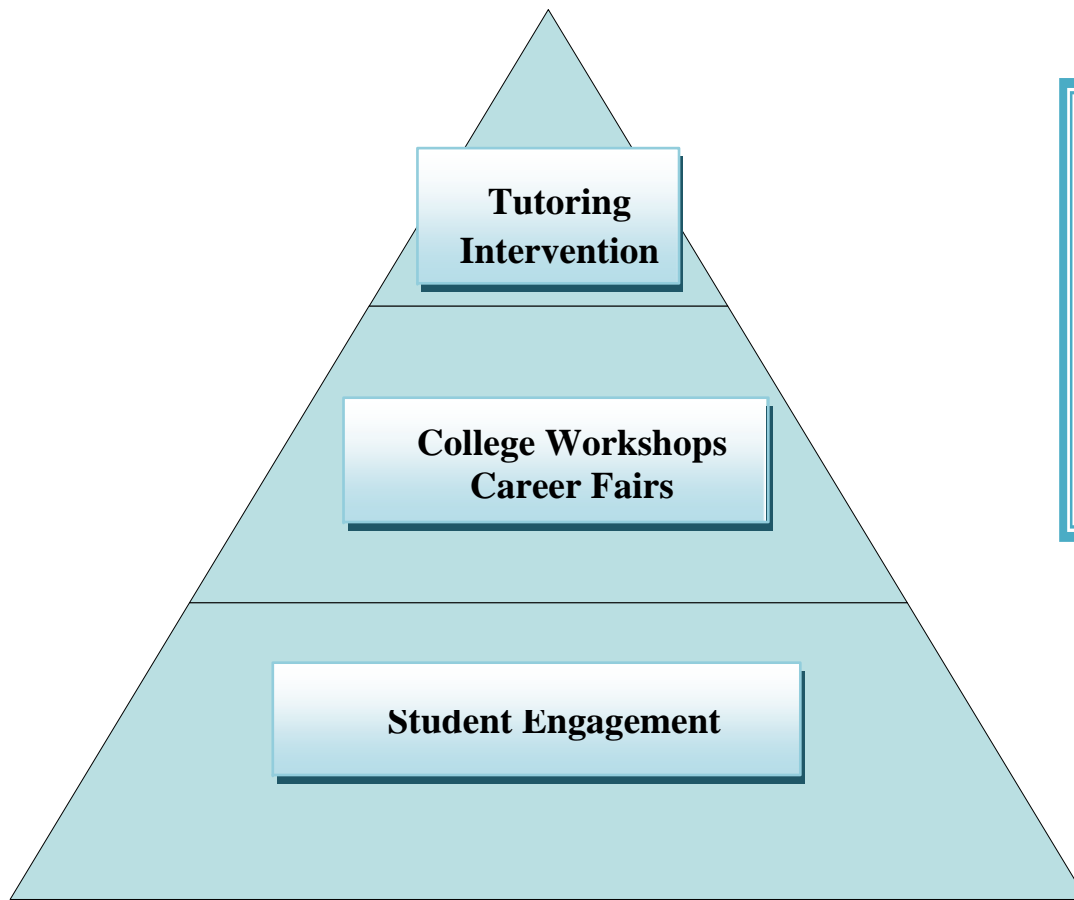
Priority 6: School Climate

Goal #18: Increase resources and services to pupils, parents, and teachers to provide a sense of safety, school connectedness, and increased student motivation.

Goal # 19: Increase awareness / access to counseling and other mental health services to improve student outcomes and sense of well- being.

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

Based on stakeholder input and upon reviewing Orange Unified School District's Data Report, local priorities were identified:

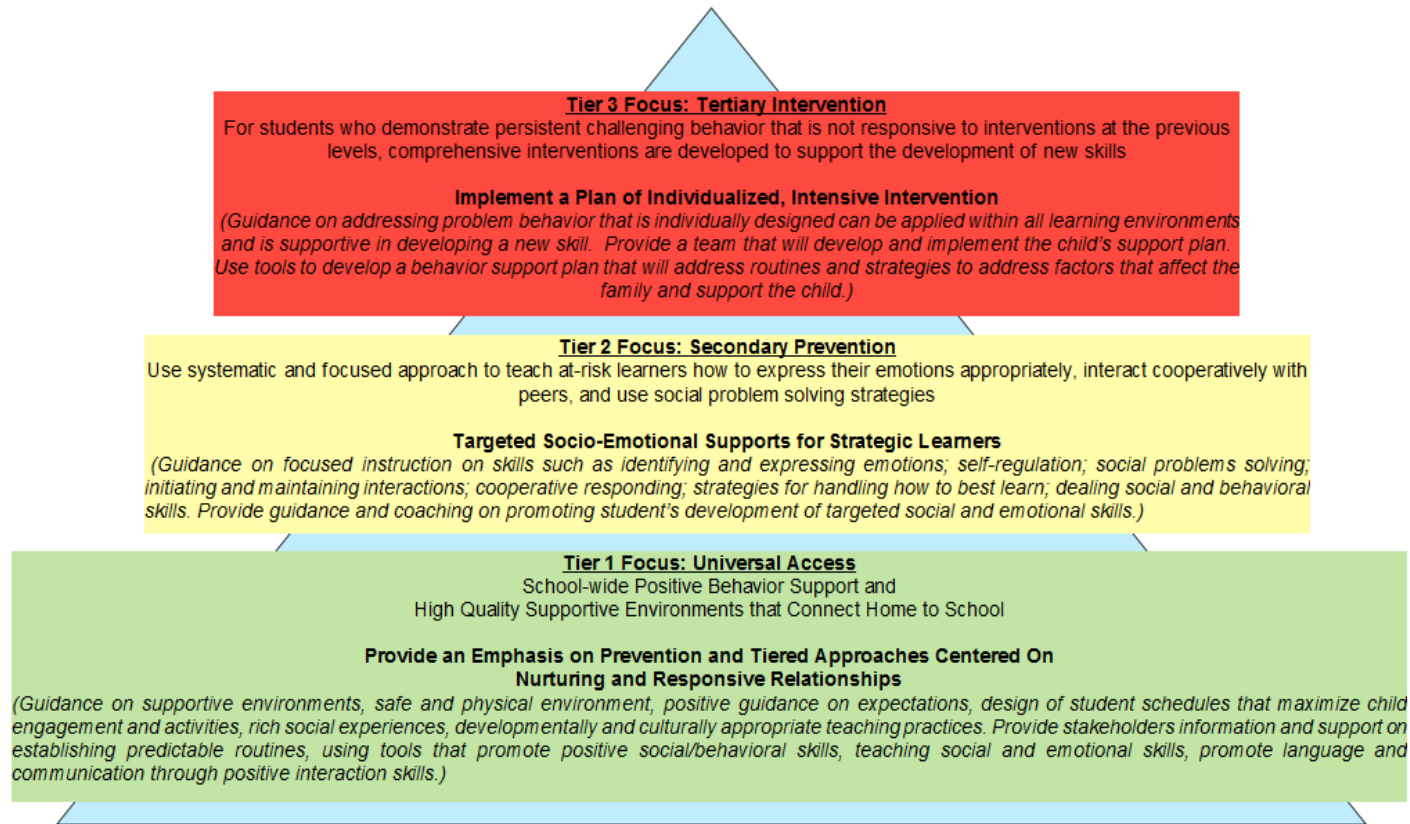


The “Social-Emotional” Pyramid to increase student achievement includes student engagement strategies at the base of the pyramid. Connections to real-life applications through college and careers readiness prepare students for graduation, and interventions are available, if required. Aligned to the District RtI² pyramid, the LCAP emphasized more student-centered support.

Academics aligned to the social and emotional needs of students include locally identified priorities:

- ***Additional Assistance to increase student learning:*** ***Interventions:*** programs and services will be provided to students not performing at grade level to ensure academic success; ***Tutoring/clubs:*** outside of school day tutoring and clubs will be implemented at all school sites to engage students in their learning and increase their connectedness at school.
- ***College workshops/fairs to inform students and families:*** Prepare students for college and career through early exposure to college information that include but not limited to scholarships, financial aid, college preparatory courses, etc.
- ***Promote and engage students in learning:*** Motivate students to attend school through recognitions and engaging learning environments that are more hands on, interesting and incorporate real life experiences into curriculum. In addition, promote the development of enhanced student-teacher relationships.

Link between Social Emotional Pyramid to Response to Instruction and Intervention (RTI2)



- 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.)?

Principals at school sites obtain stakeholder input from staff, parents, students and community in developing their Single Plan for Student Achievement, also known as the “School Plan” each year. After the state assessment results are released, principals, staff, parents and community analyze their state assessments, review their programs and services to evaluate the effectiveness of these resources to determine whether to continue funding those specified in the School Plan. Furthermore, principals present their data and program analysis at the annual “Student Achievement Conference” to district administrators and principals in the same feeder school cohort identifying areas of growth and new goal areas for improvement. Through this process, schools site goals are identified and aligned to district goals with resources and program expenditures planned and approved by School Site Council at the beginning of each school year.

Furthermore, in the Spring, Principals meet with Accountability and Special Programs Director to discuss preliminary budget plans based on staff, parents, students and community input and identified unique needs of each school.

- 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?

The following charts detail the unique goals for the subgroups of English Learners, Low Income and Foster Youth. Specific Sub- goals were created for these identified subgroups.

Section 2: Goal and Progress Indicator Chart for *English Learners, Low Income and Foster Youth*

Identified Need and Metric (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 (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<i>Need:</i> A broad range of standards aligned instructional materials that facilitate language acquisition and access to the core <i>Metric:</i> , CELDT (or ELPAC) scores, CAASPP	All English learners, Foster Youth, and Low Income students will have access to a broad range of standards aligned instructional materials	English Learners Foster Youth Low Income	All schools		Students will have access to instructional materials that can help English Learners, Foster Youth, and Low Income students acquire language, access the core, and improve reading proficiency.	Students will have access to instructional materials that can help English Learners, Foster Youth, and Low Income students acquire language, access the core, and improve reading and writing proficiency.	Students will have access to instructional materials that can help English Learners, Foster Youth, and Low Income students acquire language, access the core, and improve reading, writing, listening, and speaking proficiency.	Priority 1: Basic Services (Goal #3)
<i>Need:</i> Training for all teachers on ELD standards and strategies to support English Learners <i>Metric:</i> Teacher survey, CELDT (or ELPAC) scores, CAASPP	Teachers will receive professional development on research-based strategies, 2012 English Language Development (ELD) Standards, and English Language Arts (ELA)/English Language Development (ELD) Framework to improve English Learner attainment of English proficiency while mastering content.	English Learners	All schools		Students will be taught by teachers who have received an overview training on 2012 English Language Development standards.	Students will be taught by teachers who have received more in depth training on 2012 ELD standards and instructional strategies to support English Learners acquisition of the ELD standards and Common Core State Standards (CCSS).	Students will be taught by teachers who have received intensive training on 2012 ELD standards, ELA/ELD Framework , instructional strategies to support English Learners acquisition of the ELD and CCSS, including integrated ELD in all core content areas.	Priority 2: Implementation of State Standards and ELD Standards (Goals #4 and #5)

<p><i>Need:</i> 75% of foster youth perform below grade level; 50% of foster youth complete a GED or Diploma <i>Metric:</i> OCDE report (9/2013)</p>	<p>All foster youth will have appropriate supports and services as part of their educational program</p>	<p>Foster Youth</p>	<p>All schools</p>		<p>Students will be supported by staff who have an increased awareness of the needs and appropriate supports for foster youth</p>	<p>Students will have access to additional services provided by Mental Health funded counselors, including collaboration by district personnel.</p>	<p>All foster youth students will participate in a community mentor program that exposes them to post high school opportunities.</p>	<p>Priority 5: Pupil Engagement (Goals #16 and #17) Priority 6: School Climate (Goal #19)</p>
<p><i>Need:</i> Increase support for teachers to increase student achievement <i>Metric:</i> Teacher survey, CELDT scores and CAASPP</p>	<p>Increase services to support English Learners, Low Income, and Foster Youth students</p>	<p>English Learners Low Income Foster Youth</p>	<p>All schools</p>		<p>Students with diverse needs will be taught by teachers supported by additional Academic Language support staff and instructional specialist.</p>	<p>Students with diverse needs will be taught by teachers who will be supported in improving lesson design.</p>	<p>Students with diverse needs will be taught by teachers utilizing lessons which include research based effective strategies.</p>	<p>Priority 2: Implementation of State Standards and ELD Standards (Goal #6)</p>
<p><i>Need:</i> Students to engage more in their comprehensive learning environment <i>Metric:</i> Staff and student surveys, PD, reflective learning walks</p>	<p>Increased opportunities to access core through co-teaching</p>	<p>Foster Youth Special Education Low Income EL Homeless</p>	<p>All schools</p>		<p>Students have increased access to co-taught (special education/core content teacher co-teach) core academic classes (2 additional sections).</p>	<p>Students have increased access to co-taught core academic classes (1 additional section).</p>	<p>Students have increased access to co-taught core academic classes (1 additional section).</p>	<p>Priority 4: Pupil Achievement (Goal #9) Priority 5: Pupil Engagement (Goal #14)</p>

<p>Need: Increase number of English Learners , RFEPs, Foster Youth, and Low Income students enrolled in ERWC, CTE and A-G courses Metric: Percentage of students enrolled in above courses</p>	<p>Increase percent of English learners, Reclassified Fluent English Proficient students (RFEPs), Foster Youth, and Low Income students that are enrolled in Expository Reading Writing Courses (ERWC), A-G courses, as well as the percentage of English Learners and Low Income students enrolled in Career Technical Education (CTE) courses.</p>	<p>English Learners Low Income RFEPs Foster Youth</p>	<p>All schools</p>		<p>English Learners, Reclassified Fluent English Proficient students, Foster Youth and Low Income students will gain access by at an increase of 1% enrolled in Expository Reading Writing Courses, A-G courses and CTE courses.</p>	<p>English Learners, Reclassified Fluent English Proficient students, Foster Youth and Low Income students will gain access by at an increase of 1% enrolled in Expository Reading Writing Courses, A-G courses and Career Technical Education courses.</p>	<p>English Learners, Reclassified Fluent English Proficient students, Foster Youth and Low Income students will gain access by at an increase of 1% enrolled in Expository Reading Writing Courses, A-G courses and Career Technical Education courses.</p>	<p>Priority 7: Course Access (Goal #7 and #8) Priority 8: Other Pupil Outcomes (Goal #11)</p>
<p>Need: Increase percentage of English Learner students showing growth towards English proficiency Metric: CELDT and other local measures.</p>	<p>Annually increase the percentage of English Learner students showing growth towards English proficiency and reclassifying to Fluent English Proficient status, as measured by the CELDT and district benchmark assessments.</p>	<p>English Learners</p>	<p>All schools</p>		<p>Increased number of students will achieve English Proficiency by meeting state goals - Annual Measurable Achievement Objective 1 (AMAO 1) and Annual Measurable Achievement Objective (AMAO 2)- and reclassifying, so they can take a broader course of study by 1%</p>	<p>Increased number of students will achieve English Proficiency by meeting state goals (AMAO 1 and AMAO 2) and reclassifying, so they can take a broader course of study by 1%</p>	<p>Increased number of students will achieve English Proficiency by meeting state goals (AMAO 1 and AMAO 2) and reclassifying, so they can take a broader course of study by 1%</p>	<p>Priority 4: Pupil Achievement (Goal #9) Priority 8: Other Pupil Outcomes (Goal #11)</p>
<p>Need: To increase mastery of content by noted subgroups Metric: OCDE Report (9/2013), CAASPP data, CELDT</p>	<p>Foster Youth, Special Ed, Low Income, English Learners, and struggling Reclassified Fluent English Proficient (RFEP) and Homeless students will have opportunities to participate in interventions during the school day, as well as an extended day academic program as needed</p>	<p>Foster Youth Special Education Low Income English Learners RFEP Homeless</p>	<p>All schools</p>		<p>Increase student access to extended day/after school academic program for intervention support by 1%</p>	<p>Increase student access to extended day/after school academic program for intervention support by an additional 1%</p>	<p>Increased student access to extended day/after school academic program for intervention support by an additional 1%</p>	<p>Priority 5: Pupil Achievement (Goal #10)</p>

<p>Need: Increase parent involvement</p> <p>Metric: DELAC, ELAC, and Title I DAC sign ins, parent surveys</p>	<p>Increase parent participation at advisory committees, which include English Learners, Title I, Foster Youth, Special Education, Superintendent’s parent advisory committee, so parents can be active participants in the education of their children.</p>	<p>English Learners Low Income Foster Youth Special Education</p>	<p>All schools</p>		<p>Through the increased participation by 1% of parents attending advisory committee meetings, students will gain additional support at home to improve their academic experience</p>	<p>Through the increased participation by 1% of parents attending advisory committee meetings, students will gain additional support at home to improve their academic experience</p>	<p>Through the increased participation by 1% of parents attending advisory committee meetings, students will gain additional support at home to improve their academic experience</p>	<p>Priority 3: Parent Involvement (Goal #12)</p> <p>Priority 6: School Climate (Goal #18)</p>
<p>Need: Increase English Learners, Foster Youth, and Low Income students CAHSEE passing rates grad. rates</p> <p>Metric: CAHSEE passing rates grad. rates</p>	<p>Increase the high school graduation rate for English learners, Foster Youth, and Low Income students and the percentage passing both parts of the California High School Exit Exam (CAHSEE).</p>	<p>English Learners Foster Youth Low Income</p>	<p>All Schools</p>		<p>Students will have improved opportunities for college and career through increase in number of English Learners, Foster Youth, and Low Income students passing both California High School Exit Exam (CAHSEE) parts & and increase in graduation rate by 1%</p>	<p>Students will have improved opportunities for college and career through increase in number of English Learners, Foster Youth, and Low Income students passing both California High School Exit Exam (CAHSEE) parts and increase in grad. Rate by 1%</p>	<p>Students will have improved opportunities for college and career through the increase number of English Learners, Foster Youth, and Low Income students passing both California High School Exit Exam (CAHSEE) parts and increase in graduation rate by 1%.</p>	<p>Priority 5: Pupil Engagement (Goal #17)</p>

- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

This information is detailed in the chart below.

- 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?

In addition to the responses gathered from Orange Unified School District’s LCAP School and Community Surveys, various state assessments and reports such as California Standards Test (CST) in English Language Arts, Math, Science, Early Assessment Program (EAP), CALPADs reports, School Accountability Report Card (SARC), California English Language Development Test (CELDT), California High School Exit Exam (CAHSEE), California Healthy Kids Survey (CHKS), Categorical Monitoring Interventions/Sanctions (CMIS) report, and LCFF stakeholder surveys were used to gather quantitative and qualitative data in addressing each state goals. Please refer to the full report in *Appendix A. ORANGE UNIFIED SCHOOL DISTRICT Data Report*.

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

In the fall of each school year, each principal presents at a Student Achievement Conference, where analysis of data and student services and programs take place. Principals report what they have learned through the review of various State, school assessments, and develop action plans with their staff incorporating parent input on how to best improve student learning for that school year. This information is shared with district administrators from all departments that include the Superintendent, Assistant Superintendents, Executive Directors, Administrative Directors, Coordinators and other principals.

- 10) What information was considered and/ or reviewed for subgroups identified in Education Code section 52052?

In considering the needs of English Learners, the LEA reviewed English Learner (EL) data regarding performance on California English Language Development Test (CELDT), California Standards Test (CST), and California High School Exit Exam (CAHSEE), percent of English Learners completing A-G requirements, percent of English Learners determined ready for college by Early Assessment Program (EAP), graduation rates of English Learners, and chronic absentee rates of English Learners. Surveys were also conducted with parents of English learners and input was gathered from District English Learners Advisory Committee (DELAC) and English Learners Advisory Committees (ELAC), as well as from school site English Learner Advisors.

In considering the needs of Low Income Students, the LEA reviewed Low Income data regarding performance on California Standards Test (CST), and California High School Exit Exam (CAHSEE), percent completing A-G requirements, percent determined ready for college by Early Assessment Program (EAP), graduation rates, and chronic absentee rates. Surveys were also conducted with parents of Low Income students and input was gathered from all schools.

In considering the needs of Foster Youth students, current County Office of Education information disseminated at the Foster Youth Liaison monthly meetings was used. Additionally, information gathered from Foster Youth Summit 2014 in Sacramento was reviewed and utilized to develop goals.

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?

N/A at this time. Annual Update next year

Section 2: Goal and Progress Indicator Chart for All Students

Identified Need and Metric (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 (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<i>Need: To have all teachers appropriately assigned and fully credentialed</i> <i>Metric: CALPADS report, BTSA reports, Teacher and student surveys</i>	Goal #1: Teachers appropriately assigned and fully credentialed	All pupils	All schools		All students will be taught by appropriately assigned and fully credentialed teachers who reflectively identify and document evidence of changes made in instructional practice.	All students will be taught by teachers appropriately assigned and fully credentialed, including newly hired teachers , who will be able to compare and document the impact of changes in instructional practice on student achievement.	All students will continue to be taught by teachers appropriately assigned and fully credentialed including newly hired teachers who reflectively the impact of changes in instructional practices on student achievement.	Priority 1: Basic
<i>Need: Schools are safe and conducive for learning.</i> <i>Metric: SARC, Technology Inventory, William Facilities Report, student survey, facility survey</i>	Goal #2: All school facilities in good or excellent standing	All pupils	All schools		Students will attend facilities in good standing and the District is considering pursuing a modernization bond for the high schools	Students will attend good facilities and the District will survey all the facilities to determine modernization needs	Students will attend good standing facilities and continue to pursue upgrades to facilities and improve standings in the Williams Report	Priority 1: Basic
<i>Need: A broad range of standards aligned instructional materials that facilitate language acquisition and access to the core</i> <i>Metric: CAASPP</i>	Goal #3: Standards aligned instructional materials	All pupils	All schools		Students will have increased access to CCSS through standards aligned ELA and elementary math instructional materials.	Students will have increased access to CCSS through standards aligned ELA and middle school math instructional materials.	Students will have increased access to CCSS through standards aligned ELA, high school math, and science instructional materials.	Priority 1: Basic

<p><i>Need: Continue to close the achievement gap to ensure that all students are on track to graduate college & career ready.</i> <i>Metric: Graduation rates, local benchmark assessments, CAASPP.</i></p>	<p>Goal # 4: Professional development focused on 21st century teaching and learning.</p>	All pupils	All schools		Students are instructed by teachers, who engage in a variety of Professional Development options to enhance 21 st century instruction and core content.	Students are instructed by teachers, who continue to develop and refine a balanced instructional design.	Students are instructed by teachers who utilize teacher rounds to continue to reflect and refine their 21st century instruction.	Priority 2: Implementation of Common Core State Standards and ELD Standards
<p><i>Need: Increase student mastery of CCSS and ELD Standards</i> <i>Metric: Local benchmark assessments, CAASPP.</i></p>	<p>Goal # 5: Professional development focused on CCSS and ELD Standards</p>	All pupils	Secondary schools		Students are instructed by teachers who participate in a district wide PD that focuses on the integration of the CCSS ELA/ELD frameworks.	Students are instructed by teachers who continue to create, revise and reflect on subject matter lesson/unit plans.	Students are instructed by teachers who participate in teacher rounds to continue building in-house expertise in all core content areas.	Priority 2: Implementation of State Standards and ELD Standards
<p><i>Need: Enhance the ability to provide a balanced instructional framework within all core classes.</i> <i>Metric: CAASP, CELDT scores, teacher surveys</i></p>	<p>Goal #6: Increase supplemental resources, materials, and services to ensure academic student success</p>	All pupils and subgroups	All schools		Students will have increased access to supplemental materials, such as non-fiction texts and computer-based instructional programs.	Students will have increased access to supplemental materials and computer based programs that will bridge identified gaps in learning.	All students will have access to supplemental materials and computer based programs that will meet individual needs and enrich their learning.	Priority 2: Implementation of State Standards and ELD Standards
<p><i>Need: Prepare students for rapidly growing STEAM related industries/careers.</i> <i>Metric: CTE and STEAM course enrollment data, Student and teacher surveys</i></p>	<p>Goal #7: Increase resources and participation in Career Technical Education (CTE) and STEAM (Science, Technology, Engineering, Arts, and Math)</p>	All pupils and subgroups	All schools		Elementary/ Middle school students will engage in STEAM related activities that facilitate discovery, problem solving , and creative thinking.	All Middle school students will have access to curriculum that encompasses technology and scientific inquiry.	All Middle school students will enter high school with the opportunity to continue exploring any of the fifteen CTE sectors.	Priority 5: Pupil Engagement Priority 7: Course Access
<p><i>Need: Prepare students to graduate high school, increased college /career opportunities</i> <i>Metric: Course enrollment data, a-g completion</i></p>	<p>Goal #8: Increase access to college and career opportunities for students</p>	All pupils and subgroups	All secondary schools		Increase by 1% the number of students enrolled in CTE, AVID, GATE, Honors, AP, IB, A-G Courses, ERWC, CTE and STEAM courses.	Increase by an additional 1% the number of students enrolled in CTE, AVID, GATE, Honors, AP, IB, A-G Courses, ERWC, CTE/STEAM	Increase by an additional 1% the number of students enrolled in CTE, AVID, GATE, Honors, AP, IB, A-G Courses, ERWC, CTE and STEAM courses.	Priority 5: Pupil Engagement Priority 7: Course Access

<p><i>Need:</i> Increase student achievement and access to technology. <i>Metric:</i> LCFF Stakeholder Community Survey, CAASPP, Advisory Committees input</p>	<p>Goal #9: Increase student competency in all subject areas, with technology support and progress monitoring</p>	<p>All pupils and subgroups</p>	<p>All schools</p>		<p>Increase student competency in ELA, Math, and Science by 1%.</p>	<p>Increase student competency in ELA, Math, and Science by an additional 1%.</p>	<p>Increase student competency in ELA, Math, and Science by an additional 1%.</p>	<p>Priority 4: Pupil Achievement</p>
<p><i>Need:</i> Provide students with academic support in order to close the achievement gap. <i>Metric:</i> CAASPP, CELDT, College and Career readiness data, CAHSEE</p>	<p>Goal# 10: Extended Day programs and interventions</p>	<p>All pupils and Subgroups, especially English Learners, Low Income, and Foster Youth</p>	<p>All schools</p>		<p>Increased student access to extended day/after school academic program for intervention support by 1%</p>	<p>Increased student access to extended day/after school academic program for intervention support by an additional 1%</p>	<p>Increased student access to extended day/after school academic program for intervention support by an additional 1%</p>	<p>Priority 4: Pupil Achievement</p>
<p><i>Need:</i> To increase pupil enrollment in courses for college and career readiness <i>Metrics:</i> Enrollment data, Student reported interest in college preparation and assessment.</p>	<p>Goal #11: Increase enrollment in courses for college and career readiness</p>	<p>All pupils and subgroups</p>	<p>All schools</p>		<p>Increase by 1% the number of students in AVID, GATE, Honors, AP, IB, ERWC, A-G courses, CTE and STEAM courses.</p>	<p>Increase by an additional 1% the number of students in AVID, GATE, Honors, AP, IB, ERWC, A-G courses, CTE and STEAM courses.</p>	<p>Increase by an additional 1% the number of students in AVID, GATE, Honors, AP, IB, ERWC, A-G courses, CTE and STEAM courses.</p>	<p>Priority 4: Pupil Achievement</p>
<p><i>Need:</i> Parents indicated the need for increased training to actively participate in their child's education. <i>Metric:</i> LCFF Stakeholder Community Survey, Parent satisfaction surveys, parent enrollment in workshops and activities</p>	<p>Goal #12: Increase parent involvement workshops, activities and input opportunities</p>	<p>All pupils and subgroups</p>	<p>All schools</p>		<p>Parents will be better equipped to actively participate in their child's education after attending a variety of offered trainings and input opportunities on such topics as technology and parental empowerment.</p>	<p>Increase the number of parents better equipped to actively participate in their child's education after attending a variety of offered trainings and input opportunities on such topics as CCSS and technology, by 1%.</p>	<p>Increase the number of parents better equipped to actively participate in their child's education after attending a variety of offered trainings and input opportunities on such topics as technology and parental empowerment, by an additional 3%.</p>	<p>Priority 3: Parent Involvement</p>

<p><i>Need: Access to resources and services for all parents.</i></p> <p><i>Metric: Various parent surveys, and access & enrollment in training and participating in child's education</i></p>	Goal #13: Increase resources and services to improve parent involvement	All pupils and subgroups	All schools		Parents will have access to services that will enable active participation in their child's education as measured by district developed baseline survey.	Increase by 1% the parents who feel they actively participate in their child's education as indicated in the survey.	Increase by an additional 1% the parents who feel empowered to actively participate in their child's education as indicated in the annual parent survey.	Priority 3: Parent Involvement
<p><i>Need: An increased access to college and career pathways</i></p> <p><i>Metric: Course enrollments, student surveys</i></p>	Goal #14: Increase pathways to college and career programs and provide resources and support systems to engage students at district and schools.	All pupils and subgroups	All Secondary schools		Students will be more engaged in their learning.	Increase by 1% the number of students who state they are more engaged in their learning.	Increase by an additional 1% the number of students who state they are more engaged in their learning.	Priority 5: Pupil Engagement
<p><i>Need: Increase student engagement.</i></p> <p><i>Metric: LCFF Stakeholder Community survey, student surveys</i></p>	Goal # 15: Increase student engagement through student and teacher use of technology	All pupils and subgroups	All schools		Students will engage weekly with technology.	Students will engage with technology daily in one or more subject areas.	Students will engage with technology daily in two or more subject areas.	Priority 5: Pupil Engagement
<p><i>Need: Increase student attendance</i></p> <p><i>Metric: ADA Reports</i></p>	Goal #16: Improve student attendance	All pupils and subgroups	All schools		Student attendance will meet or exceed rate from the previous year.	Student attendance will meet or exceed rate from the previous year.	Student attendance will meet or exceed rate from the previous year.	Priority 5: Pupil Engagement
<p><i>Needs: Increase graduation rates</i></p> <p><i>Metric: Graduation</i></p>	Goal #17: Increase graduation rates	All pupils and subgroups	All secondary schools		Graduation rate will increase by 0.25% from the previous year.	Graduation rate will increase by 0.25% from the previous year.	Graduation rate will increase by 0.25% from the previous year.	Priority 5: Pupil Engagement
<p><i>Need: Improve school climate to engage student learning.</i></p> <p><i>Metric: California Healthy Kids Survey and other staff, parent, and student surveys.</i></p>	Goal #18: Increase resources and services to improve school climate	All pupils and subgroups	All schools		Students, parents, and staff will provide feedback on school safety, connectedness, and motivation.	An increased number of students, parents, and staff will provide positive feedback on school safety, connectedness,	An increased number of students, parents, and staff will provide positive feedback on school safety, connectedness, and motivation.	Priority 6: School Climate
<p><i>Need: Increased access to counseling and mental health services</i></p> <p><i>Metric: Referrals to counseling and mental health services</i></p>	Goal #19: Increase counseling and other mental health services	All subgroups	All schools in LEA		Students will have access to an increased number of counselors and mental health services.	By increased access to counselors and mental health services, student incidents of behavior referrals will be reduced by 1%.	By increased access to counselors and mental health services, student incidents of behavior referrals will be reduced by and additional 1%.	Priority 5: Student Engagement

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?

See below chart.

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.

Section 3: Actions, Services and Expenditure Chart

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1	Priority 1: Basic	Teacher Quality/ Beginning Teacher Support and Assessment (BTSA) (Mentorship, highly qualified teacher authorizations)	LEA wide/ BASE		\$379,196	\$387,918	\$396,840
1	Priority 1: Basic	Human Resources, Maintenance & Operations, Transportation Services, Nutrition Services, Business Services (staff and program costs)	LEA wide/BASE		\$39,389,830	\$40,213,956	\$41,138,877
1	Priority 1: Basic	Support Operations, and Transportation Services	LEA wide/BASE enhancement Additional 1% for Deferred Maintenance		\$392,585 \$2,300,000	\$401,614 \$2,352,900	\$410,851 \$2,407,016
1	Priority 1: Basic	Reduce class size 30 to 1	LEA wide/BASE		\$1,900,000	\$1,943,700	\$1,988,405
2	Priority 1: Basic	Increase technology services and support to all schools	LEA wide/ BASE enhancement		\$773,089	\$790,870	\$809,906

2	Priority 1: Basic	Technology Services and Core Network	LEA wide/Common Core State Standards Fund		\$1,000,000	\$1,050,000	\$1,102,500
3	Priority 1: Basic	Textbooks aligned to Common Core State Standards	LEA wide/Curriculum and Textbook Funds		\$3,400,000	\$3,400,000	\$3,400,000
4, 5, 11	Priority 2 & 8: Implementation of State Standards and ELD Standards & Other Pupil Outcomes	Professional Development and teacher enhancement programs: (counseling, Reading, Differentiated Instruction, Intervention, 21 st Century Learning, Technology, New Teacher Orientation, Special Education, Common Core, Gifted and Talented)	Secondary schools, LEA wide/Common Core State Standards Fund		\$662,214	\$677,445	\$693,026
5	Priority 2: Implement State Standards and ELD	Curriculum (staff and program costs)	LEA wide/BASE		\$3,249,789	\$3,324,534	\$3,400,998
5	Priority 2: Implement State Standards and ELD	Science Center support services	LEA wide/BASE enhancement		\$27,290	\$27,918	\$28,560
6	Priority 2: Implementation of State Standards and ELD Standards	Increase support and services to ensure academic success in Science, English Language Arts, Math, Professional Learning Communities, and Visual Performing Arts	LEA wide/BASE enhancement LEA wide/Supplemental		\$1,346,486 \$85,145	\$1,277,455 \$87,103	\$1,409,136 \$89,106
6	Priority 2: Implementation of State Standards and ELD Standards	Increase outside professional development services and resources to ensure academic success	LEA Wide/Common Core State Standards Fund		\$300,000	\$315,000	\$330,750
7	Priority 7: Course Access	Increase Career and Technical Education sections and resources	LEA Wide/CTE grant/CTE Enhancement		\$540,000	\$552,420	\$565,126
9	Priority 4: Pupil Achievement	Elementary Education & Secondary Education Service staff and program	LEA wide/BASE		\$114,974,941	\$117,619,364	\$120,324,610
9	Priority 4: Pupil Achievement	High School Office support	High Schools/BASE enhancement		\$190,400	\$194,779	\$199,259
9	Priority 4: Pupil Achievement	Increase technology services and monitoring progress	LEA wide/Base enhancement		\$100,000	\$105,000	\$110,250
9, 10	Priority 4: Pupil Achievement	Accountability & Engagement support and services along with Intervention support for schools	LEA wide/Supplemental		\$946,780	\$968,556	\$990,833
10	Priority 4: Pupil Achievement	Educational Technology & Information Services (staff and program costs)	LEA wide/BASE		\$3,365,126	\$3,442,523	\$3,521,701
10	Priority 4: Pupil Achievement	Special Programs (English Language Development testing)	LEA wide/BASE		\$37,325	\$39,191	\$41,150

10	Priority 4: Pupil Achievement	Student access to intervention and academic support services (credit recovery, summer school, CAHSEE support)	Secondary Schools/Supplemental		\$620,000	\$651,000	\$683,550
10	Priority 4: Pupil Achievement	Elementary Collaborative Academic Support Team (CAST) meetings to monitor student progress and plan necessary student interventions Sub costs	Elementary schools/Supplemental		\$50,000	\$52,500	\$55,125
10, 11	Priority 4 & 8: Pupil Achievement & Other Pupil Outcomes	College and career courses, Intervention programs and specialized program resources and services (Online academic intervention, AVID)	LEA wide/Supplemental		\$120,000	\$160,000	\$166,300
11	Priority 8: Other Pupil Outcome	GATE (Program and material costs)	LEA wide/BASE enhancement		\$30,000	\$31,500	\$33,075
11	Priority 8: Other Pupil Outcome	Materials, services, and program cost for college and career programs (PSAT, IB Program)	High Schools/Supplemental		\$68,000	\$71,400	\$74,970
12	Priority 3: Parent involvement	Parent trainings, workshops, activities (leadership, college and career, engagement/motivation and School Site Council trainings)	LEA wide/Supplemental		\$4,000	\$4,200	\$4,410
14	Priority 5: Pupil Engagement	Special Education staff and program costs for Pupil Engagement	LEA Wide/Base		\$54,550,806	\$55,805,475	\$57,089,000
14	Priority 5: Pupil Engagement	Increase resources for Science, Technology, Engineer, Math and Arts to engage students in their learning through hands on lessons (Science kits, action labs, etc.) and resources for college and career pathways/certification	LEA Wide/Supplemental		\$199,000	\$208,950	\$219,398
14	Priority 5: Pupil Engagement	Students have access to College and Career online program and counselors	Secondary schools/Supplemental		\$75,000 Software	\$100,000 Software	\$120,000 Software
15	Priority 5: Pupil Engagement	Technology professional development programs and resources for teachers and students	LEA wide/Supplemental		\$309,500	\$324,975	\$341,224
16	Priority 5: Pupil Engagement	Student Community Services, Career Tech Education, Counselors (staff and program costs)	LEA wide/BASE		\$6,378,841	\$6,525,554	\$6,675,642
16	Priority 5: Pupil Engagement	School Community Services additional support	LEA wide/Supplemental		\$10,256	\$10,492	\$10,733
16, 17	Priority 5: Pupil Engagement	Increase pupil engagement through expanding Community Day School capacity and Plasco attendance monitoring system	Secondary schools/Supplemental		\$118,984	\$124,933	\$131,179

18	Priority 6: School Climate	Equity and Diversity (Jointly administered by Special Education (Mental Health) and BTSA) Structured trainings providing teachers/ Administrators with skills to manage a 21 st century class that ensures intellectually, emotionally, physically and socially safe learning environments	LEA wide/Supplemental		\$36,900	\$38,745	\$40,682
18	Priority 6: School Climate	California Healthy Kids Survey (CHKS) will be given to students to obtain their input on engagement and school climate	LEA wide/Supplemental		\$8,000	\$8,400	\$8,820
18	Priority 6: School climate	Professional development on Positive Behavior Intervention Systems (PBIS)	LEA wide/Supplemental		\$10,000	\$10,500	\$11,025

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 (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		For English learners:					
5	Priority 2: Implementation of State Standards and ELD Standards	Professional development on English Language Development and support staff to increase English Learners attainment of English proficiency and mastery of all subjects	LEA wide/Common Core State Standards Fund		\$122,944	\$173,944	\$182,944
6	Priority 2: Implementation of State Standards and ELD Standards (MOE)	Provide ELD Services to improve student achievement for English Learners (program and service cost)	LEA wide/MOE		\$370,143	\$370,143	\$370,143

10	Priority 4: Pupil Achievement	English Learners Intervention Math program for students during school year and summer	LEA wide/Supplemental		\$25,000	\$26,250	\$27,563
		<u>For Low Income pupils:</u>					
10	Priority 4: Pupil Achievement	Expand preschool programs to help students become better prepared for school.	Palmyra, Esplanade, Fletcher Elementary Education/BASE enhancement		\$49,594	\$201,000	\$351,000
18	Priority 6: School Climate	Increase resources for McKinney Vento students (tutoring, supplies)	LEA wide/Supplemental		\$2,000	\$2,100	\$2,205
		<u>For foster youth and Low Income pupils:</u>					
9	Priority 4: Pupil Achievement	SAT and ACT Waivers	High Schools/Supplemental		\$97,000	\$101,850	\$106,943
18	Priority 6: School climate	Foster Youth/Homeless Coordinator	LEA wide/Supplemental		\$130,570	\$133,573	\$136,645
19	Priority 6: School Climate	Professional development for principals, teachers and staff on Foster Youth and Special Needs students	LEA wide/Supplemental		\$22,000	\$23,100	\$24,255
19	Priority 6: School Climate	Increase staff to support student engagement	LEA wide/BASE enhancement LEA wide/Supplemental		\$695,127 \$923,849	\$771,115 \$945,098	\$787,471 \$966,835
		<u>For English Learners, Low Income and foster Youth pupils:</u>					
8	Priority 7: Course Access	Increase Sections of Expository Reading and Writing sections with reduced class size	Secondary schools/Supplemental		\$72,000	\$108,000 6 Sections	\$126,000 7 Sections
9	Priority 4: Pupil Achievement	Language Assessment Center program and service costs	LEA wide/MOE		\$864,647	\$884,534	\$904,878
9	Priority 4: Pupil Achievement	School site allocation to improve student learning for English Learners, Low Income and Foster Youth pupils and indirect costs	LEA wide/MOE		\$3,762,006	\$3,848,532	\$3,937,048
10	Priority 4: Pupil Achievement	Increase integrated English Language Development support	Secondary schools/Supplemental		\$80,000	\$81,840	\$83,722
13	Priority 3: Parent Involvement Kerrie/Anne	Increase Community Liaison services at school sites	Title I or High Incidence Schools/Supplemental		\$0	\$78,000	\$79,794

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.)

Orange Unified District has budgeted \$2,576,420 of the \$8,925,635 LCFF Supplemental funds to improve student achievement districtwide for all students which is noted in chart 3A by increasing:

- *Technology professional development for all schools.* In order for students to be career and college ready they must have access to up- to-date technology and use it on a regular basis, therefore, teachers need to be appropriately trained in the effective use of technology which is aligned to instructional goals. This aligns with Priority 5, Goal 15.
- *Monitoring of student progress and goals.* In order to steadily increase student achievement, monitoring student progress and goals will be a priority in our district. Therefore, monitoring systems and programs will be implemented in measuring our progress towards increased student learning and meeting LCAP goals districtwide. This aligns with Priority 4, Goals 9 and 10.
- *Student access to intervention and academic support services.* Additional support systems, programs and staff has been planned to meet the needs of students who are struggling and performing below grade level to ensure they graduate and become college and career ready. This aligns with Priority 4, Goal 9 and 10; and Priority 6, Goal 18.
- *Access to college and career programs, intervention programs, and specialized program resources and services.* Increased courses such as AVID, International Baccalaureate, and four year college course preparatory classes will be offered to high school students. Further, various programs will be offered to all students including Gifted and Talented students, Special Education, at-risk learners, and students in all subgroups at Kindergarten to 12th grade level to help better prepare for college and career. This aligns to Priority 4, Goals 10 and 11; and Priority 5, Goal 14, 16, and 17.
- *Parent trainings, workshops, and activities.* By providing trainings to parents on various topics such as leadership, engagement, college and career, and motivational topics, our parents will have the tools to help their child at home. Also, we will increase parent participations at district and school site level workshops. This aligns with Priority 3, Goal 12.
- *Resources and support for STEM and Arts (Science, Technology, Engineering, Math and Arts).* STEM and Arts programs will prepare students for innovative jobs in the future by developing 21st century skills. This aligns with Priority 2, Goal 5; and Priority 5, Goal 14.
- *Use of Attendance Monitoring System.* Attendance is crucial in order for our students to increase their achievement and chances of graduating college and career ready. Software monitoring system such as PLASCO will be used to monitor student attendance and reduce the number of student absences. This aligns with Priority 6, Goal 16.

- *Equity and diversity trainings.* Structured trainings will provide all staff the skills to manage a 21st century classroom that ensures intellectually, emotionally, physically, and socially safe learning environments. This aligns with Priority 6, Goal 18.
- *School climate surveys of students.* Through the implementation of district and school level surveys, it will help to obtain student, parent and staff input on engagement and school climate. This aligns with Priority 6, Goal 18.
- *Use of funds for unduplicated pupils:* The District has determined these actions are the most effective use of funds to meet the goals.

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.

Orange Unified School District has developed a plan to utilize LCFF Supplemental Funds specifically to meet the needs of English Learners, Low Income and Foster Youth students by allocating \$1,352,419 for a variety of programs and services. The amount of \$4,996,796 is the maintenance of effort funds which has been designated to continue the services provided to all schools along with the school site allocation. (Hence, 5.03% is the minimum proportionality percentage.) The funds will be used to meet goals by increasing and maintaining services for unduplicated pupils identified as English learners, low income, foster youth by increasing:

- *Professional development on the English Language Development (ELD) Standards.* Teachers will attend English Language Development trainings to further develop their skills and strategies in supporting English Learners in content classes, as well as English Language Development classes. This will help English learners to attain English proficiency while mastering the content. This aligns with Priority 2, Goal 5.
- *Math intervention programs.* Various math interventions will be available before, during and outside of the instructional day to support English learners, Low Income and Foster Youth students in mastering the Common Core Math Standards. This will close the gap between math achievement of these targeted subgroup of students and other subgroup of students. This aligns with Priority 4, Goal 10.
- *Preschool programs.* Increase in preschool support has been planned to help students from low income families entering Kindergarten become better prepared for school and meet the demands of the Common Core State Standards. This aligns with Priority 4, LEA Goal 10.

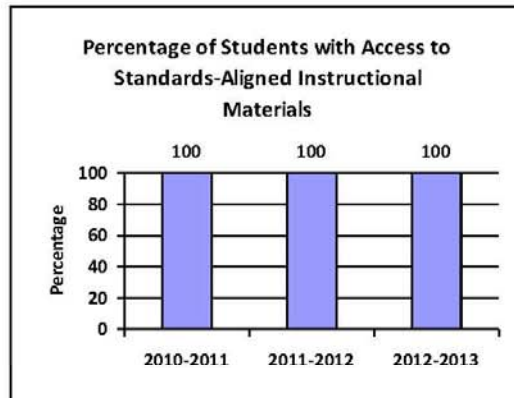
- *Resources for McKinney Vento students.* Supplemental instructional materials and additional support/services is planned to help increase low income/homeless students' connection to school and motivate them to learn. This aligns to Priority 6, LEA Goal 18.
- *SAT and ACT waivers for low income and foster youth students.* By funding college preparatory test fees and resources for this targeted subgroup of students, this will increase the opportunity for them to attend college. This aligns with Priority 4, LEA Goal 9.
- *Support for foster youth and homeless families through services.* Services and support will be provided to this subgroup of students which will improve their academic environment and their sense of well-being. This aligns with Priority 6, LEA Goal 18.
- *Professional development for staff on the needs of foster youth, low income, and special needs students.* Professional development focusing on topics in helping staff understand the needs of these target group of students has been planned. This will improve the service to foster youth, low income, and special needs students. This aligns with Priority 6, LEA Goal 19.
- *Support staff to improve low income and foster youth student engagement.* Students need to have all of their socio-emotional needs met, in order to be focused and engaged in school. Through the additional support staff and services, this will then increase student achievement. This aligns with Priority 6, LEA Goal 19.
- *Sections of Expository Reading and Writing Course (ERWC) for English learners, low income, and foster youth students.* Additional sections of this course at secondary schools will prepare students to meet the expectations of colleges. This aligns with Priority 7, LEA Goal 8.
- *Integrated English Language Development support for English learners, low income, and foster youth students.* Additional intervention support at secondary schools will improve student learning in English Language Development and all core content classes. This aligns with Priority 4, Goal 10.
- *Community Liaison services for English learner, low income, and foster youth parents at Title I or high incidence school sites.* Through the increased support and services for these group of students, the parents will become active participants and engaged in their children's education. This aligns with Priority 3, LEA Goal 13.

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.

Appendix A. Orange Unified School District Data Report

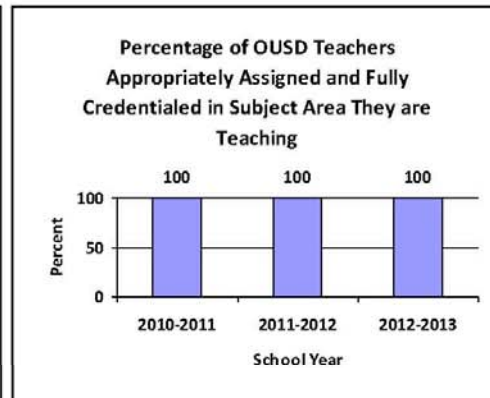
A. Conditions of Learning (State Priorities 1, 2, 7)

*Please note that due to tagging issues in our student information system, data is not available for our foster youth subgroup. Systems are being put in place so that this data will be available for future years.

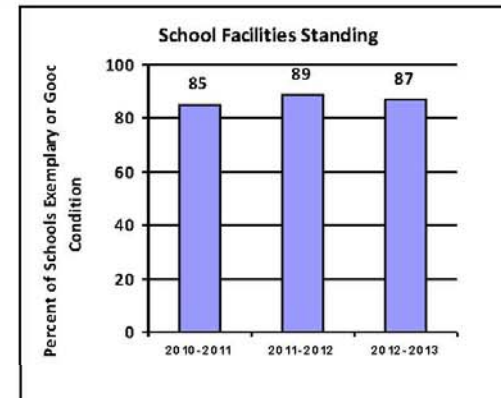


*Data pulled from Curriculum and Instructional Materials section of School Accountability Report Card

Orange Unified School District has provided sufficient textbooks or instructional materials aligned to the content standards adopted per section 60605 in the following areas: Mathematics, Science, History-social Science, English/language Arts, including English Language Development for the last three consecutive school years.



*Data from CALPADs.



*Data collected from the Facility Inspection Tool or School Facility Conditions Evaluation Form approved by the Board of Education.

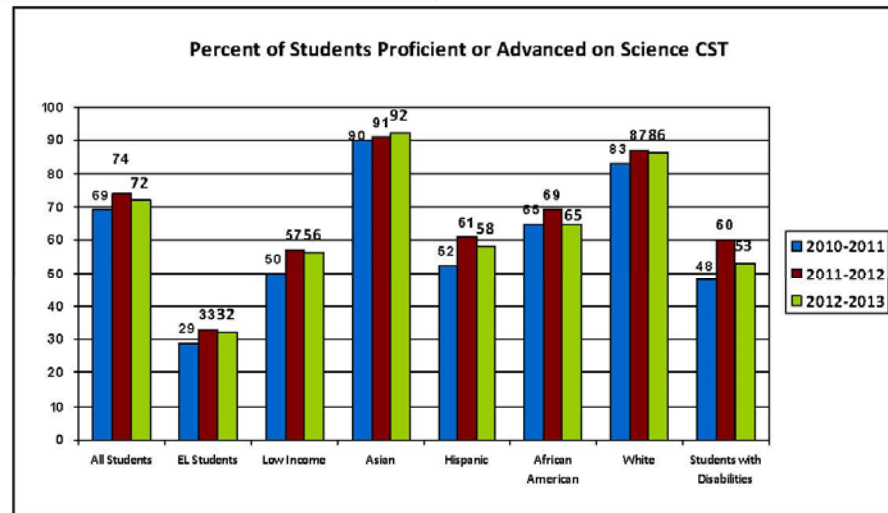
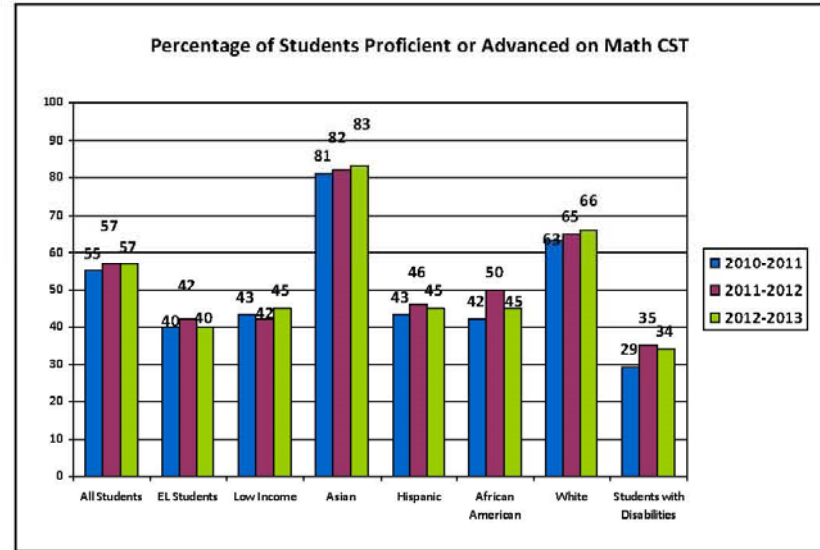
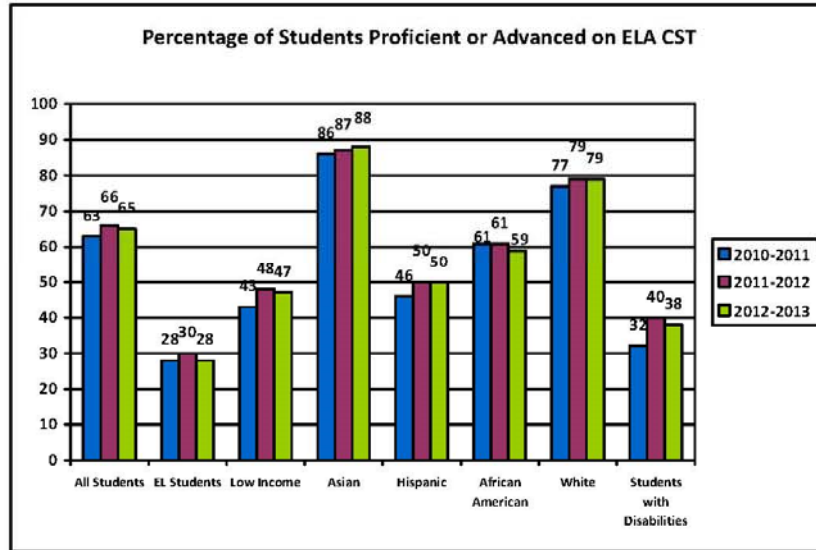
Orange Unified School District has maintained school facilities in "good repair" pursuant to Education Code section 17002(d) by assuring that all schools campuses are clean, safe, and functional based on the Annual Conditions Evaluation Report for the past three years. The majority of the OUSD schools have either met the rating of "Exemplary," meeting most or all standards of good repair or the rating of "Good," indicating the facility in good repair with non-critical deficiencies. Only a few of OUSD schools fell in at the rating of "fair" indicating the school is not in good repair. No schools in the last three years have fell into the rating of "poor" conditions.

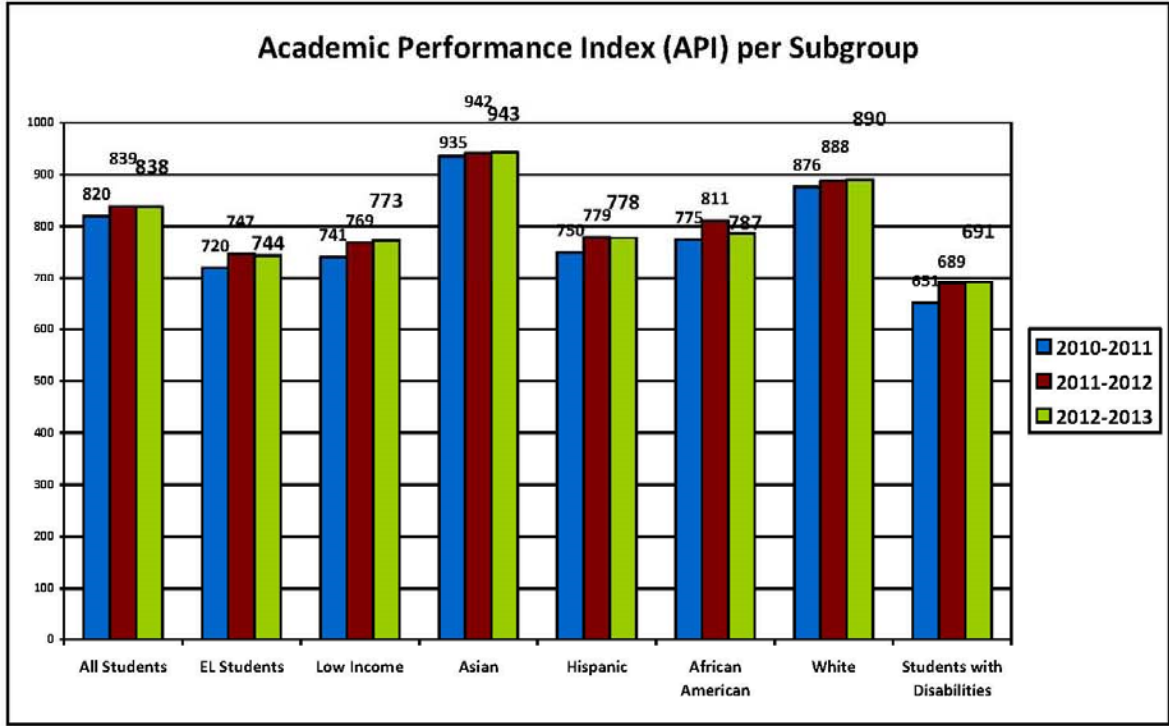
Course Access:

Orange Unified School District adopted and implements with all students statewide academic content and performance standards required by the State Board of Education per Orange Unified Board Policy 6011. All students who are enrolled in Orange Unified School district have access to a broad course of study. For Grades 1-6 this includes, but is not limited to, English, Mathematics, Social sciences, Science, Visual and Performing Arts, Health, Physical Education and other courses as adopted and approved by the OUSD board. For Grades 7-12 including, but not limited to, English Language Arts, Social sciences, Foreign Language or languages, Physical education, Science, Mathematics, Visual and performing arts, Applied arts, and Career technical education is offered. Other courses such as Advance Placement, Honors, and AVID courses are also accessible to all students and have been adopted and approved by the OUSD board.

B. Pupil Outcomes (State Priorities 4, 8)

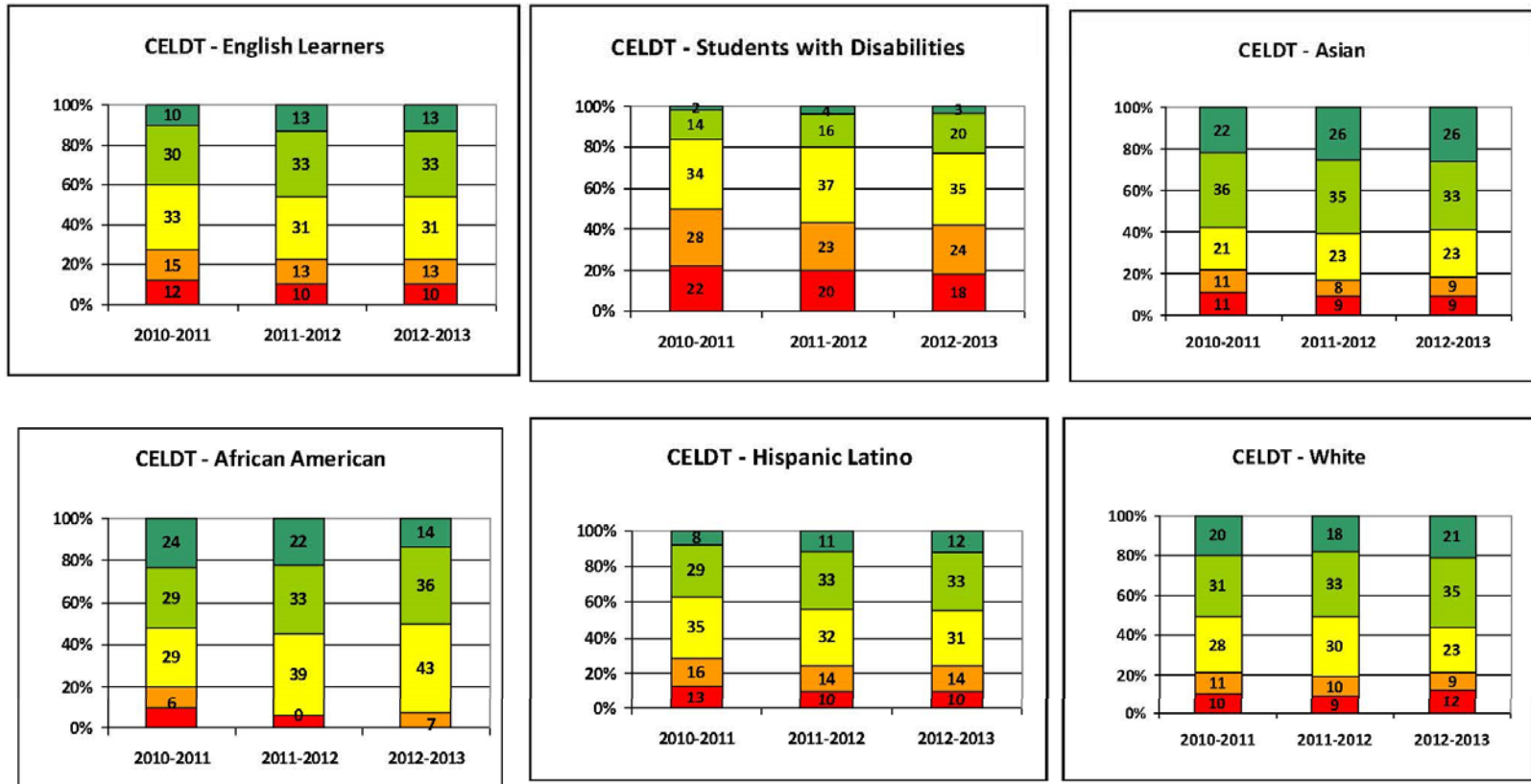
*Please note that due to tagging issues in our student information system, data is not available for our foster youth subgroup. Systems are being put in place so that this data will be available for future years.



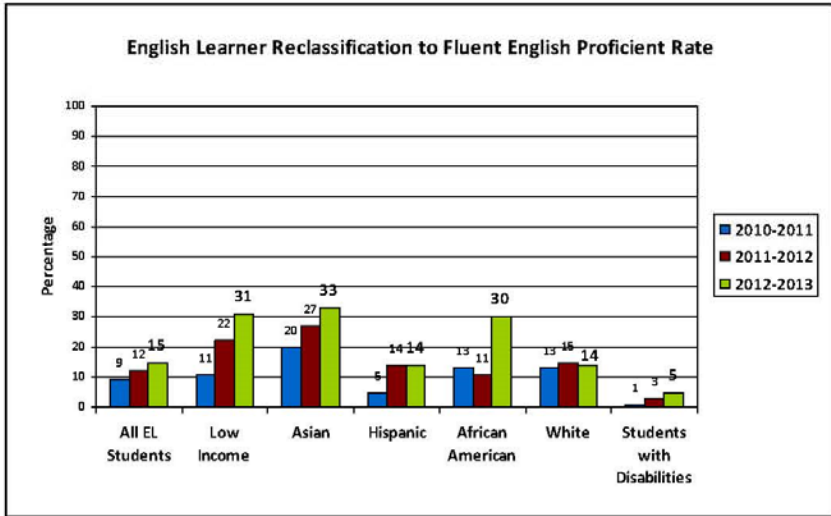
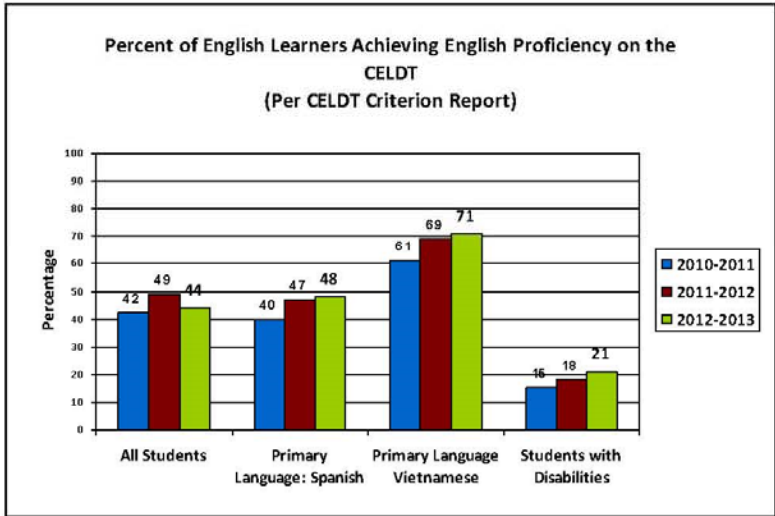


California English Language Development Test (CELDT) Results by Performance Level

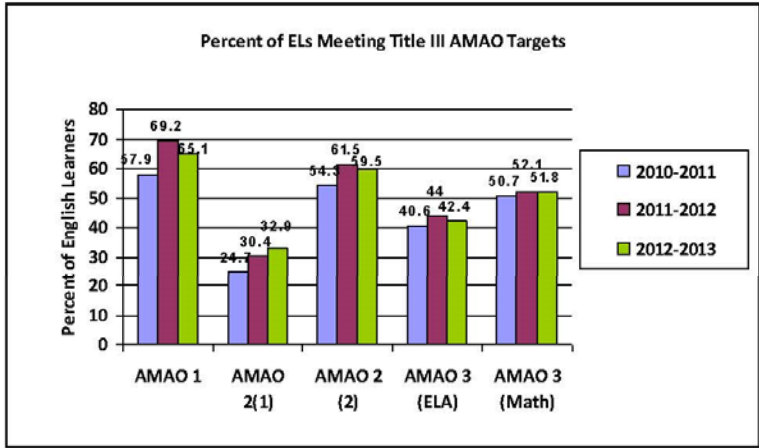
■ Advanced
 ■ Early Advanced
 ■ Intermediate
 ■ Early Intermediate
 ■ Beginning



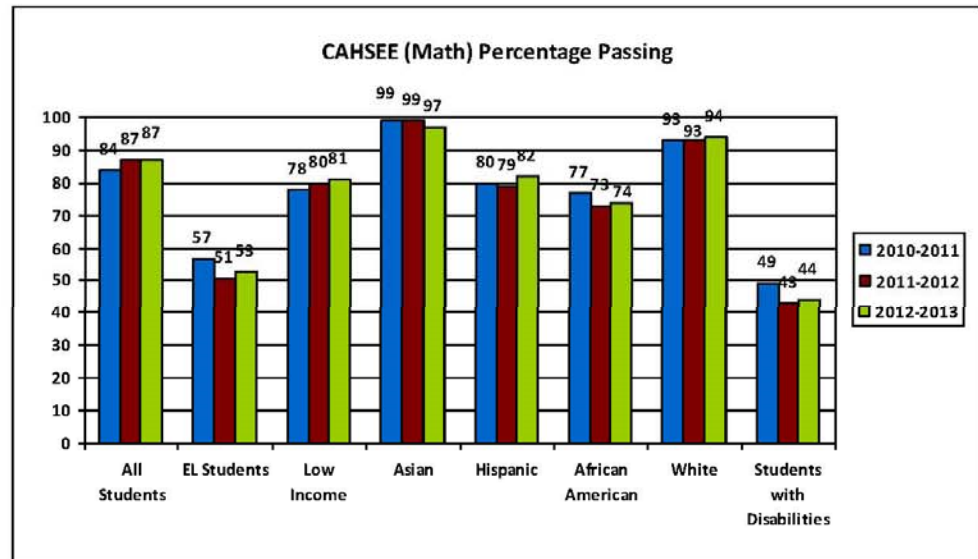
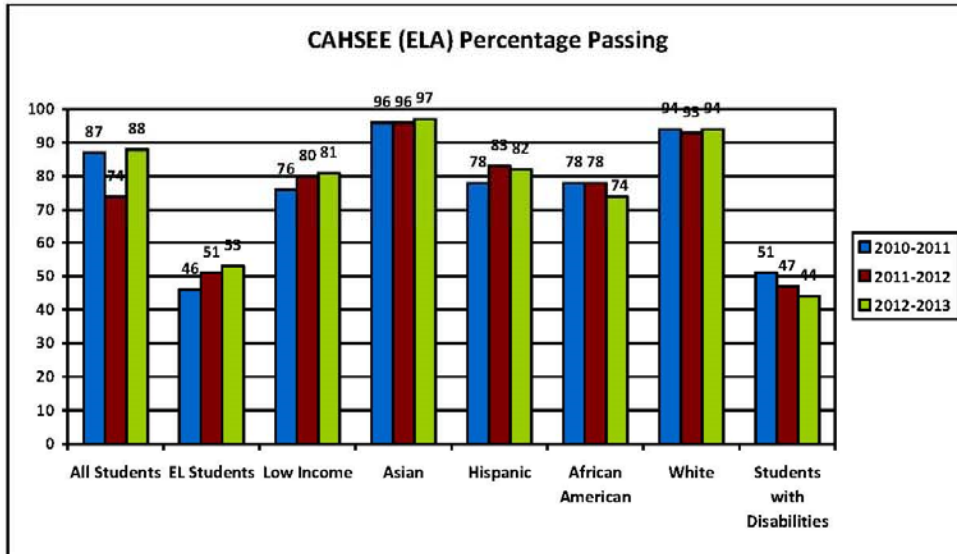
*Data is not available for Low Income or Foster Youth sub groups. Systems will be put in place, so that data for these subgroups is available in future years.

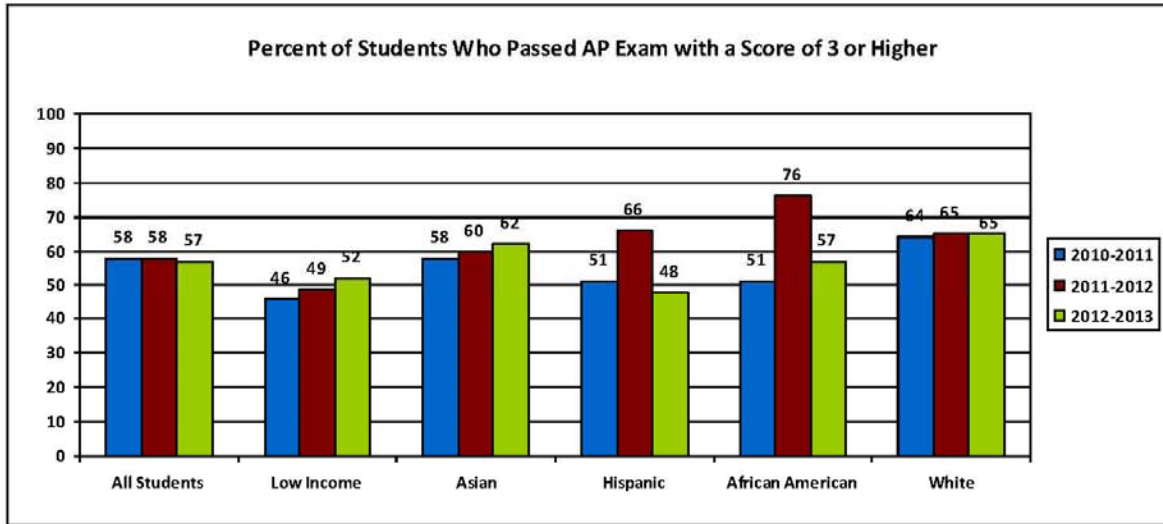


*During the years 2010-2013, data was reported by language not subgroup. Systems are being put in place so that in the future subgroup data will be available.

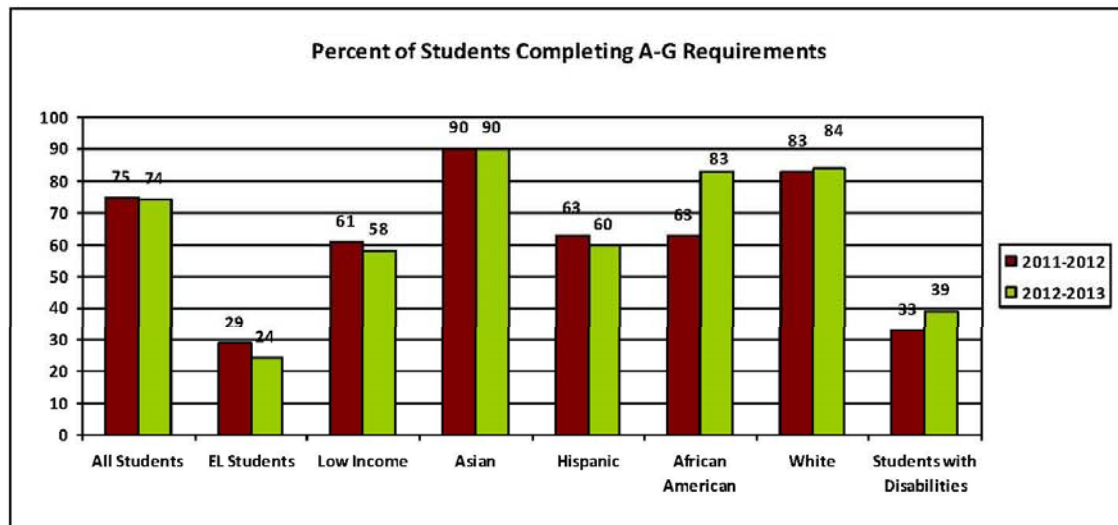


AMAO 1 reflects the percentage of ELs making annual progress on the CELDT. AMAO 2 measures the extent to which ELs are attaining the English proficient level on the CELDT at a given point in time. In California, two cohorts have been established for the AMAO 2: (1) ELs who have been in language instruction educational programs for less than 5 years and (2) ELs who have been in language instruction educational programs for five years or more. OUSD surpassed the state targets for AMAO 1 and 2 in all of the previous three years.

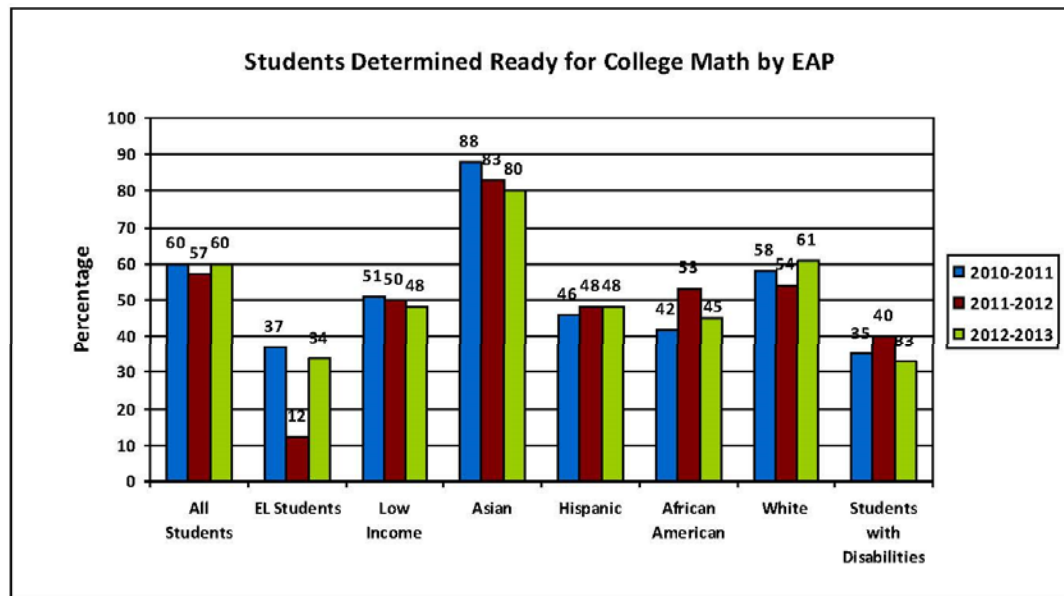
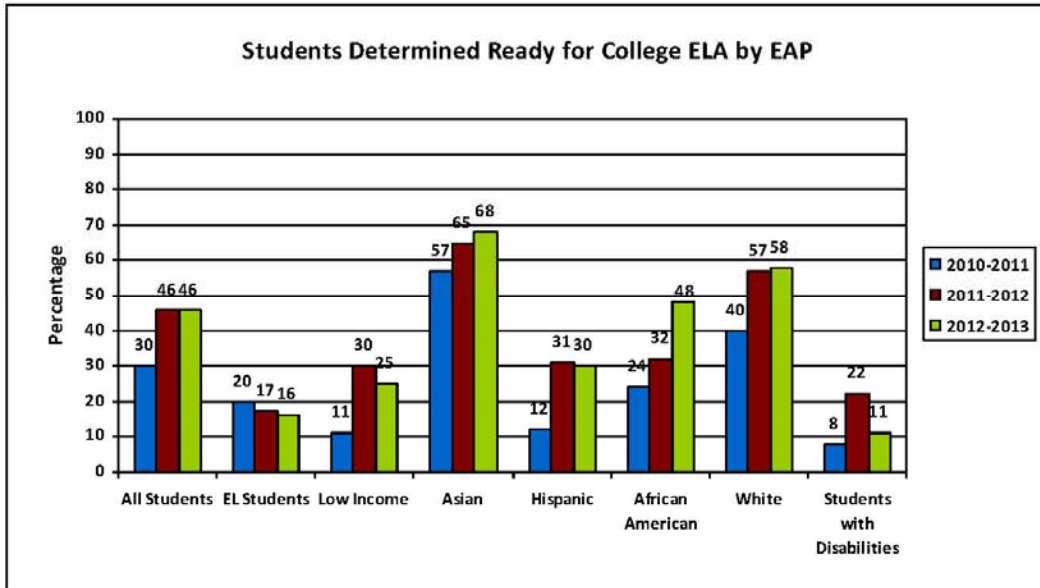


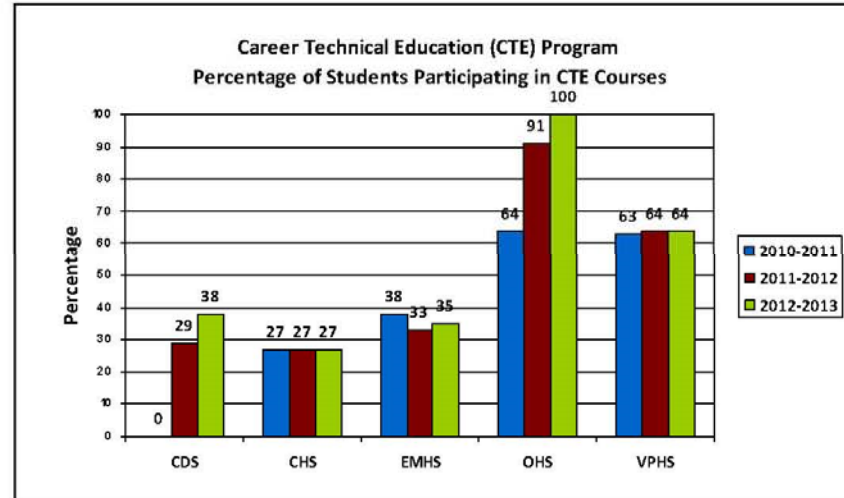


*Data was pulled from the College Board. Data was not available for the following subgroups: English Learners, Students with Disabilities, and Foster Youth. Systems are being put in place so that in the future this subgroup data will be available.



*Data for 2010-2011 is not available due to a tagging issue in student information system. This issue has been resolved for subsequent years.





*Making Learners College and Career Ready through Career Technical Education: As we launch into 21st century teaching, a top priority for Orange Unified School District is to prepare K-12 students for successful post-secondary career and college options. We are moving forward with providing schools access to hands on experience in various careers in elementary school, middle school and high school. There are currently 15 career clusters in California and nine new **Career Pathways** are emerging in many of our schools. The pathways at our schools are aligned to some of the “hot jobs” / emerging sectors for Orange County today and in the future. OUSD is in the process of organizing these pathways in our data system, so that student completion of pathways can be charted.

C. Engagement (State Priorities 3, 6, 8)

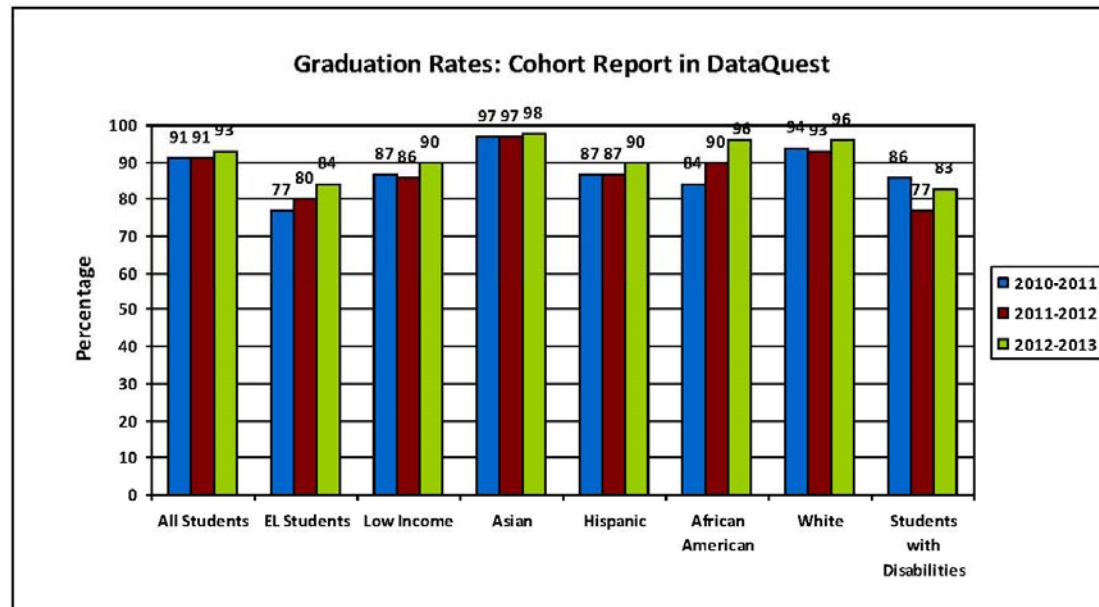
*Please note that due to tagging issues in our student information system, data is not available for our foster youth subgroup. Systems are being put in place so that this data will be available for future years.

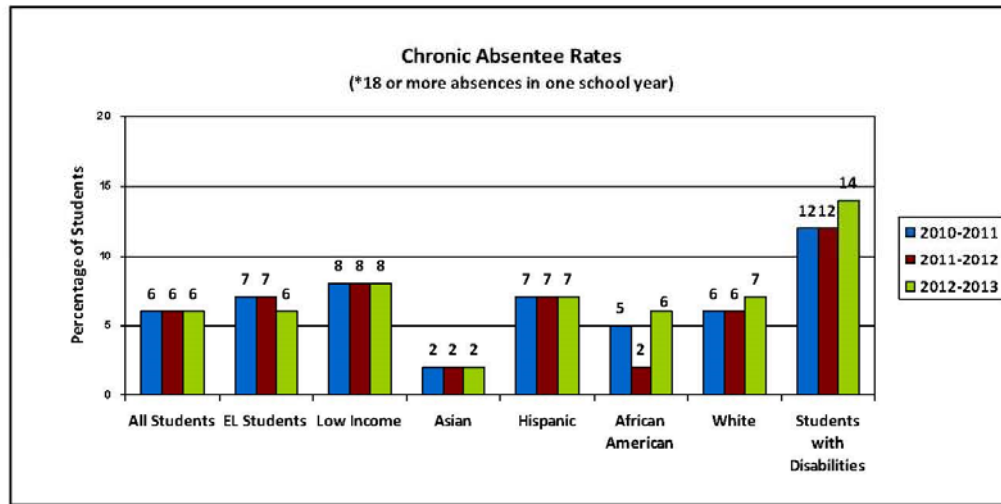
Grade 9-12 Dropout Rate (Percentage of Students)

	All Students	Low Income	Asian	Hispanic	African American	White
2010-2011	2%	2.3%	0.7%	2.8%	2.7%	1.5%
2011-2012	1.2%	2%	0.1%	1.8%	0.7%	0.9%
2012-2013	Data will be received at the end of 2013-2014					

Suspension and Expulsion Numbers

	Suspensions (Placements)	Expulsions
2010-2011	132	43
2011-2012	168	32
2012-2013	158	11





California Healthy Kids Survey

The California Healthy Kids Survey is a statewide survey given to 7th, 9th, and 11th grade students regarding school climate and learning environment.

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total	34	53	13	28	57	15	29	57	14	14	62	23
Caring Adult Relationships	33	54	12	30	58	13	33	57	11	25	56	19
High Expectations	55	38	6	46	47	8	43	49	8	32	54	14
Opportunities for Meaningful Participation	15	54	31	11	54	35	14	51	35	8	35	57
<i>Community Environment</i>												
Total	66	26	8	66	26	7	67	25	7	45	42	13
Caring Adult Relationships	64	26	10	65	26	10	65	26	9	60	29	10
High Expectations	68	23	9	66	26	8	66	27	8	54	38	8
Opportunities for Meaningful Participation	51	35	14	54	33	14	52	33	15	16	45	39
<i>School Connectedness Scale</i>												
	52	39	10	46	43	11	40	47	13	30	54	17

*The NT column includes continuation, community day, and alternative school types.

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	37	51	12	25	60	15	27	62	11			
Caring Adult Relationships	34	52	14	25	63	11	26	65	9			
High Expectations	56	38	6	40	51	9	40	55	6			
Opportunities for Meaningful Participation	19	60	21	16	49	35	15	57	28			
Community Environment												
Total	63	26	10	66	26	7	69	22	9			
Caring Adult Relationships	49	37	14	57	29	15	59	28	13			
High Expectations	64	25	11	63	26	11	62	28	10			
Opportunities for Meaningful Participation	66	24	10	64	25	11	63	30	6			
School Connectedness Scale												
	47	48	6	47	40	13	32	53	14			

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				25	58	18						
Caring Adult Relationships				29	56	15						
High Expectations				41	44	15						
Opportunities for Meaningful Participation				15	48	38						
Community Environment												
Total				60	25	15						
Caring Adult Relationships				54	32	15						
High Expectations				60	28	13						
Opportunities for Meaningful Participation				54	29	17						
School Connectedness Scale												
				41	37	22						

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	31	54	15	23	59	18	26	57	17	13	62	26
Caring Adult Relationships	32	54	14	26	60	15	30	57	13	27	52	21
High Expectations	53	40	7	43	49	8	40	51	9	32	55	14
Opportunities for Meaningful Participation	11	53	36	10	50	40	11	48	41	8	29	63
Community Environment												
Total	61	29	10	60	32	8	63	29	8	45	41	15
Caring Adult Relationships	62	26	12	61	29	10	63	27	10	60	27	13
High Expectations	66	23	11	62	29	9	63	29	8	54	36	10
Opportunities for Meaningful Participation	41	41	18	43	39	18	44	36	20	14	45	40
School Connectedness Scale												
	50	42	8	43	45	12	39	48	13	32	49	18

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	41	50	8	32	55	13	33	55	12			
Caring Adult Relationships	41	49	11	35	52	13	38	53	9			
High Expectations	60	36	4	52	42	6	49	45	7			
Opportunities for Meaningful Participation	20	56	24	12	58	30	15	55	31			
Community Environment												
Total	81	17	2	75	19	6	74	21	5			
Caring Adult Relationships	75	22	3	73	21	7	71	22	6			
High Expectations	78	19	3	74	21	5	73	21	6			
Opportunities for Meaningful Participation	67	24	9	65	26	9	56	32	12			
School Connectedness Scale												
	60	27	13	52	39	8	45	42	13			