ORANGE UNIFIED SCHOOL DISTRICT
ORANGE, CALIFORNIA

Local Control & Accountability Plan 2015-2016

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Orange Unified School District Board Of Education

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Michael L. Christensen, Superintendent of Schools
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Gunn Marie Hansen, Ph.D., Deputy Superintendent

LCAP Year: 2015-2016

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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.

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Local Control & Accountability Plan (LCAP) Executive Summary

Analysis of Community/Stakeholder Engagement Survey

Top Responses

- More technology in classroom
- More parent, student , counselor, psychologist, and teacher interaction/support
- Improve school facilities
- Increase teacher and principal professional development
- Fieldtrips, AVID program and more school-wide activities
- Additional career educational opportunities

Annual Update on 2014-15 LCAP Goals

Conditions for Learning (2014-15)

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

- Multiple Professional Development opportunities for teachers on new state standards and instructional strategies
- Expansion of the Career Technical Education (CTE) pathways
- Additional review of supplemental instructional materials
- Increase technology and facilities support
  - Director, Information Services not filled (board approved 6/5/14)
  - Additional support to meet demands of new technology & infrastructure
  - Additional school facilities improvements
- Instructional specialists hired for curriculum/technology (5)
  - 4 instructional specialist positions (Science, Math, ELA, Teacher Quality) were recruited, but not filled
  - Coordinator, 21st Century Teaching and Learning was recruited, but not filled

Pupil Outcomes (2014-15)

All Students will attain mastery or demonstrate academic growth toward mastery in core content areas.

- Continue to refine and expand credit recovery/online classes
- Summer School intensive support – English Learners and Advanced Placement access and opportunity
- Expansion of AVID, Honors, GATE IB and access to A-G courses to align with elementary and secondary
- Identify supplemental materials to support English Learners

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- Increase progress monitoring through technology resources and assessments
- Hired 5 Response to Intervention teachers/ 5 remain unfilled

Engagement (2014-15)

Student and Parent Engagement will be promoted through an increased sense of safety and improved school climate and school connectedness**.**

- Improved number and frequency of parent trainings on a variety of topics which schools provide on-going
- Increased access and opportunity for technology training
- Hired additional staff Counselors (6), Nurses (10), Psychologists (4), and Special Education teachers (4) for intensified health related services for improving school climate and student achievement
- Hired coordinator for foster youth and special education coordinators (2) for increased relationships with families
- TOSA, Facilitator Parent/Student Engagement was recruited, but not filled
- Expand hands on/engaging instructional programs, STEM/Robotics

Orange Unified Budget Multi-Year Projections

	2014-15	2015-16	2016-17
REVENUES	$243,155,569	$236,457,071	$230,921,299
New Revenues - Governor's Budget Proposal 2015-16		*$ 15,354,084*	*$ 15,354,084*
TOTAL REVENUES	**$243,155,569**	**$251,811,155**	**$246,275,383**
EXPENDITURES	**$257,384,308**	**$259,443,837**	**$266,164,781**
Supplemental Grant Allocation		*$ 3,665,338*	*$ 3,665,338*
Placeholder Budget for Visual & Performing Arts Program		*$ 2,500,000*	*$ 2,500,000*
Placeholder Budget for LCAP Implementation		*$ 3,300,000*	*$ 3,300,000*
TOTAL EXPENDITURES	**$257,384,308**	**$268,909,175**	**$275,630,119**
Increase (Decrease) in Fund Balance	$ (14,228,739)	$ (17,098,020)	$ (29,354,736)
Beginning Balance	$ 82,775,812	$ 68,547,073	$ 51,449,053
Ending Balance	$ 68,547,073	$ 51,449,053	$ 22,094,317
Less: Restricted Reserves	$ (8,685,504)	$ (9,660,930)	$ (10,492,239)
Unappropriated Fund Balance	**$ 59,861,569**	**$ 41,788,123**	**$ 11,602,078**

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Orange USD Contact: Michael L. Christensen, Superintendent superintendent@orangeusd.org LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

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State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

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Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies~~,~~; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

   The Orange Unified School District began the Stakeholder Engagement process early in September 2014 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 2014. 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. The list of these input meetings can be found on http://www.orangeusd.org/LCFF/index.asp.

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 early in September 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 of 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.

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3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

The District provided data on the following measures during "Student Achievement Conferences," site level meetings and the relevant stakeholder meetings listed on the District website:
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 website – Gifted and Talented Education (GATE), Education Technology Advisory Committee (ETAC), Foster Youth Committee, Special Ed Community Advisory Committee, Career Technical Education Council
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 (PBIS) 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
Further, information regarding the LCAP process, actions/services, and survey was shared at all district and school committee/advisory meetings and posted on Orange Unified School District's website under LCFF webpage.

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 were recorded and categorized in the charts below. This information allowed staff to prioritize additional support services to schools to improve student achievement. The LCAP was presented to the DELAC in the March meeting and DAC at their April Meeting 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. The DELAC and DAC indicated approval and complete support for actions and services in the LCAP which incorporated additional feedback in developing a comprehensive plan. The new survey was based on initiatives put in place from last year's survey and served as an ongoing evaluative process on how OUSD is meeting the needs of students. At the February 26, 2015 Board meeting, an annual update of the Local Control and Accountability Plan including Proposed 2015-18 Actions and Services was presented. Below details the summary results from the stakeholder engagement survey that was shared. A full copy of the board presentation can be found here, http://www.orangeusd.org/LCFF/pdf/LCAP20150226.pdf.

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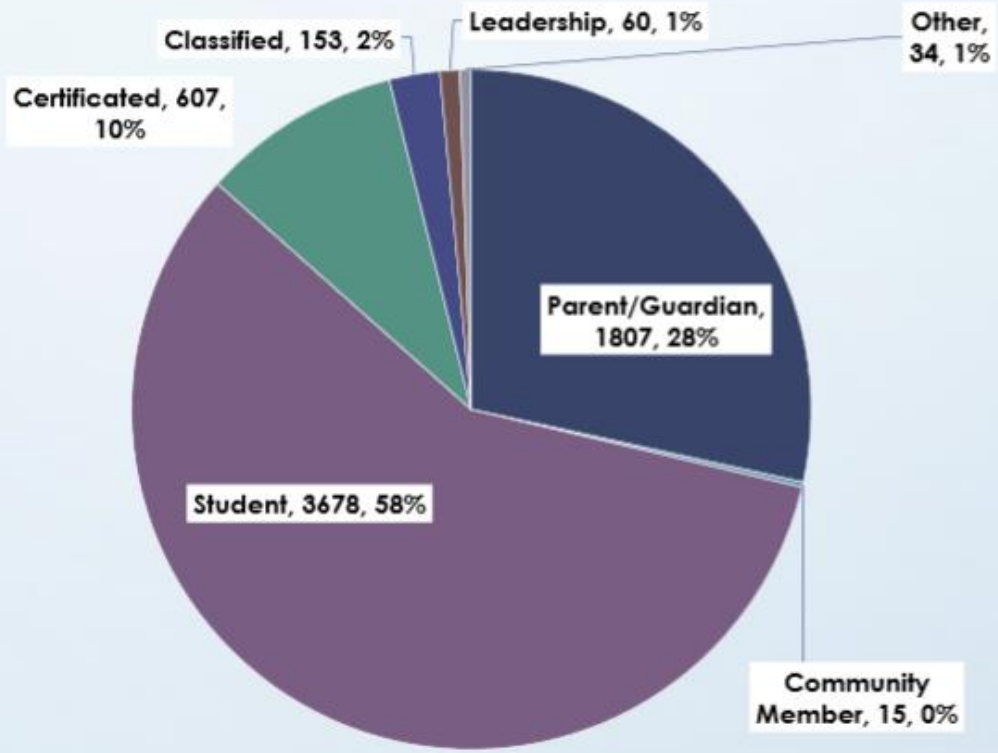
Analysis of Community/Stakeholder Engagement Survey

Stakeholder Engagement Summary of Participants



6458 Total Responses (As of 2/20/15)

Analysis of Community/Stakeholder Engagement Survey

Positive feedback in the following areas *(Percent of agree & strongly agree)*

- Tutoring, peer tutoring or mentor programs (63%)
- Opportunities for leadership roles (63%)
- Counselor/Career Technical support (55%)
- Counseling, social, emotional, and behavior support (55%)
- Intervention programs (50%)
- Internships, courses, classrooms that offer real life experiences in the college and career field (47%)
- College workshops and fairs (46%)
- Providing parent classes and trainings at various times in the am/pm (40%)

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Analysis of Community/Stakeholder Engagement Survey

Positive feedback in the following areas *(Percent of agree & strongly agree*

There is an adult on campus:

- Who really cares about me/my child (76%)
- Who listens when I/my child has something to say (78%)
- Who gives me/my child positive reinforcement (77%)
- Who believes that I/my child will be a success (79%)

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

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 Connection meetings took place throughout the year to identify their unique needs and provide foster youth families programs and services. Socioeconomically disadvantaged (SED) students and their parents were included in all aspects of the planning meetings listed on the website, but specifically through the required LCAP meetings at local schools sites.

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

At noted in the summary, over 51% of respondents were students who actively participated in the LCAP survey. All students in grades 6th through 12th grade were asked to complete the LCAP survey online while 4th and 5th grader students participated in the California Healthy Kids Survey. A sample pool of students in Kindergarten through 3rd grades at Title I and non Title I Schools participated in a focus group interview.

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

Throughout the year, local school sites meetings reviewed the relevant intervention and services pertaining to student outcomes and data metrics. Principals and district administrators have been promoting participation in the LCAP survey where over 7,000 survey responses were recorded, and this is a huge increase from last year with only slightly over 1,000 responses. The analysis of the surveys indicated there were areas that needed continuous improvements in college and career related programs/services, parent trainings, technology support and social/emotional services to improve students experience as a "whole child". See question # 4.

Annual Update Involvement Process began early in the school year with OUSD posting the LCAP survey, in English and Spanish, on the District's main page since October 2014. Parents, community members, pupils, bargaining units and partner stakeholders servicing our English Learners, Foster Youth, Special Education, Gifted and Talented Education (GATE), and Low Income students have been involved in the multitude of planning meetings. A complete list of district meetings along with agenda and minutes is posted on OUSD's LCFF webpage, http://www.orangeusd.org/LCFF/ . Sharing LCFF information at these meetings have been positive and effective as various stakeholders offered their input on the use of LCFF funds while considering programs/services for implementation at school and districtwide levels.

Annual Update Impact on LCAP included discussion of reducing 19 goals in order to eliminate the redundancy of goals and actions in the plan. A LCAP committee was formed where the 19 goals were reduced to 7 goals that included all eight state priority areas.

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Involvement Process	Impact on LCAP
Curriculum Council September 23, 2014 October 28, 2014 November 18, 2014 January 27, 2015 February 24, 2015 March 24, 2015 April 28, 2015 May 26, 2015	Through the involvement of our curriculum council, the input received was focused around ensuring students have access to college and career course, offering wide range of courses/programs and professional development for teachers. Hence, actions and services included in the LCAP additional staffing, professional development for teachers in the area of differentiated instruction for advanced learners, GATE, AVID, Vital Link, Robotics and Career and Technical Education, and Visual Performing Arts program.
District English Learners Advisory Committee District Advisory Committee (DELAC) September 19, 2014 October 24, 2014 December 12, 2014 January 23, 2015 March 13, 2015 April 24, 2015	Parents of English Learners stated they would like to see students using technology and teachers participating in professional develop. Additionally, they wanted schools to offer intervention programs for students that were struggling. Hence, professional development for teachers to embed technology in instruction was included in the LCAP to reflect this. Further, Expository Reading and Writing Courses was added to our secondary schools with a reduced class size to help English Learners and Low Income students meet state standards as well as intervention and academic support such as credit recovery, summer school and CAHSEE support.
District Advisory Committee (DAC) October 22, 2014 January 28, 2015 March 25, 2015 April 29, 2015	DAC Committee was pleased with all of the increased services and programs offered at schools this year and asked district to continue and/or increase what we had implemented. Their additional request for resources and college workshops were added to the LCAP.
Education Technology Advisory Committee (ETAC) September 25, 2014 December 11, 2014 February 19, 2015 May 21, 2015	ETAC committee's input on the importance of student use of technology was a primary focus in our LCAP. Hence, additional technology for students and updated devices for teachers will be increased for the following years. LCAP included Information and Educational Department increasing staffing and providing professional development for all teachers to embed technology in their lessons.

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Involvement Process	Impact on LCAP
Foster Connections (Foster Youth) November 10, 2014 January 21, 2015 March 18, 2015 May 21, 2015	Foster Youth Coordinator will continue to support this subgroup of students. Teachers of Foster Youth students will receive professional development on how to best meet these students' needs while parent workshops will be provided. Additionally, resources and supplies were added to the LCAP to ensure students educational success.
Gifted and Talented Education (GATE) Community Advisory Committee September 29, 2014 November 17, 2014 January 26, 2015 March 23, 2015 May 11, 2015	GATE parents requested additional professional trainings of advanced learners. Hence, the LCAP includes increased professional development for General Ed teachers of advance learners to better serve these students' needs. Professional topics will include utilization of strategies that increase differentiation, critical thinking and rigor.
Special Education Community Advisory Committee (CAC) Oct. 15, 2014 Dec. 10, 2014 March 11, 2015 May 13, 2015	Special Education parents were offered opportunities to provide input through various meetings such as Special Education Community Advisory (CAC) and other parent meetings at district and school site level. Parents would like additional services for students, particularly increased services and times for counseling and nurses for students at all schools. Hence, we will continue with added support and increase intern counsels.
Superintendent's Forum OUSD Staff only September 3, 2014 October 1, 2014 November 5, 2014 February 4, 2015 March 4, 2015 April 8, 2015 May 13, 2015	Certificated and classified representatives from each school sites and district office received presentation on LCAP and Stakeholder survey information. Their input was gathered and included in the LCAP. The committee was supportive of the actions and services identified in the LCAP, where many took the information to school sites. Discussion of class size also took place and included in the LCAP.

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Meeting with Collective Bargaining units April 23, 2015	Both of Orange Unified School District's Collective bargaining groups were supportive of the actions and services for adding staff, programs services for students, parents and administrators. Class size discussion took place and will be added to LCAP.
Annual Update: Orange Unified School District will continue to obtain input at advisory committees at the district and school site levels.	Annual Update: Additional staffing, services and programs have been added in Section 2 detailing the specific information regarding how Orange Unified School District will meet the needs of all learners, especially English Learners, Low Income, Foster Youth, Special Education, Advanced Learners and At-risk learners.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (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.

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

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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.

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

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

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

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

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

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

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

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

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

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

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

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Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "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.

Goal 1: All students will receive a 21st century education that includes access to highly qualified teachers, standardized aligned materials and facilities maintained in good repair.

Goal 2: All students are provided with supplemental resources, materials, and services and receive instruction from teachers who enhance their instructional practice through participating in various professional development training that focuses on such topics as 21st Century teaching and learning, Common Core State Standards and ELD Standards.

Goal 3: All students will have access to 21st Century courses and programs that enhance college and career opportunities, such as Advancement via Individual Determination (AVID), Online Courses (including Accelerated Math Pathway), Expository Reading Writing Course (ERWC), Advanced Placement (AP), College Board approved A-G courses, Career Technical Education (CTE) resources and Science, Technology, Engineering, Arts and Mathematics (STEM) courses.

2) What are the LEA's goal(s) to address state priorities related to "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.

Goal 4: All students will demonstrate increased competency in real-world, relevant subject area content: 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.

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?

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

Goal 5: All parents will obtain resources, services, workshops and activities, stakeholder engagement trainings, and input in decision-making practices at district and schools, especially for with English Learners, Low Income, and Foster Youth parents to increase their involvement.

Goal 6: All students will be engaged in college and career pathway programs, technology, digital literacy, and resources and support systems that will increase student motivation and achievement.

Goal 7: All students will have resources, services and programs that provide a safe and motivating learning experience that fosters school connectedness.

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

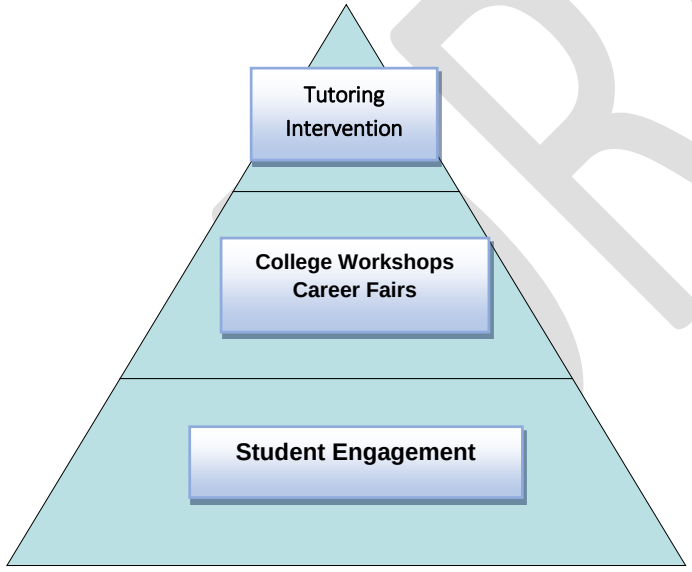
Based on our LCAP survey, it is clear that we need to continue to focus on our social emotional aspect of improving student learning. Therefore, we will continue to refine and enhance our current program whereas described below.

<u>Academics aligned to the social and emotional needs of students include locally identified priorities:</u>

- ***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.**



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.

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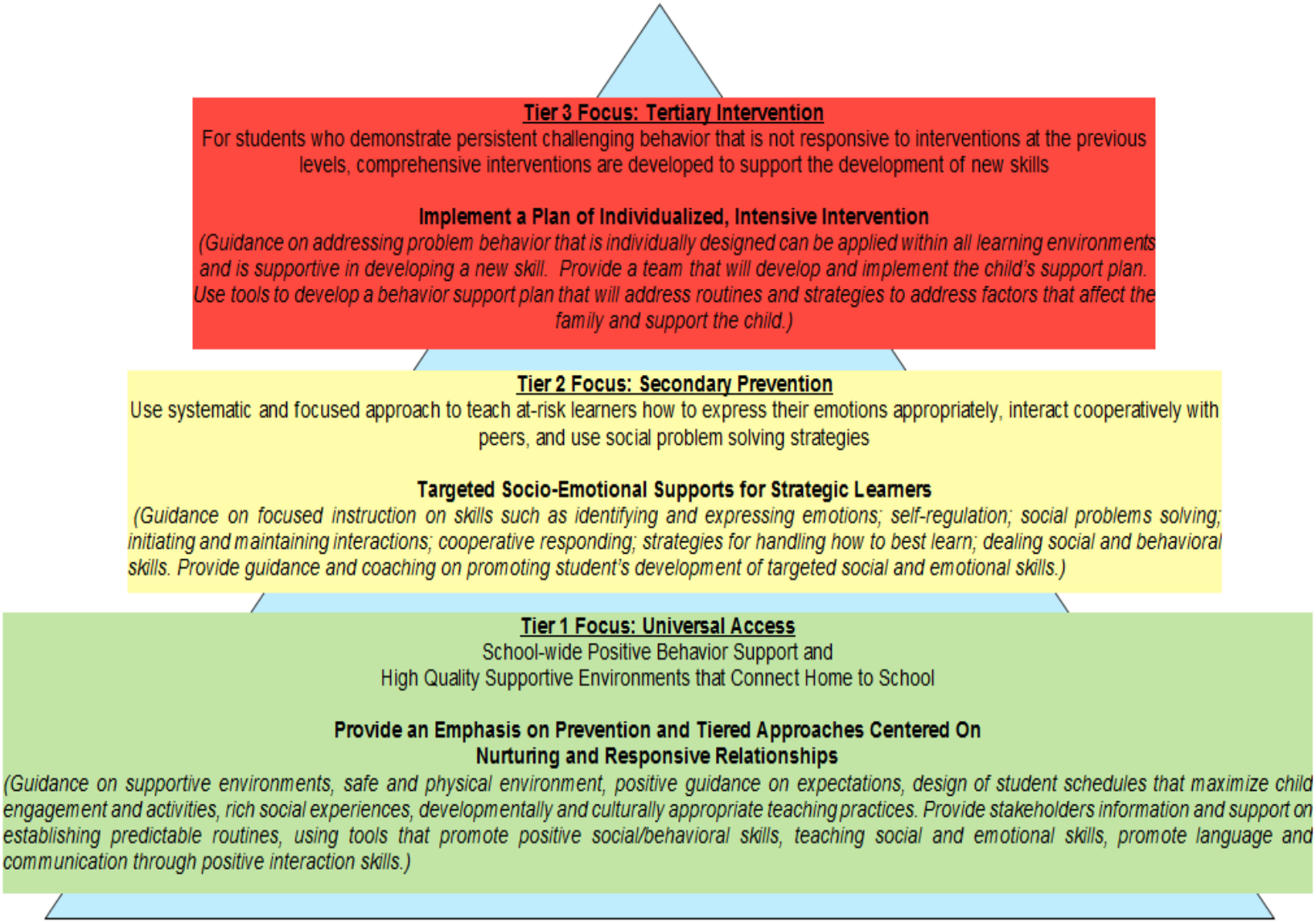
Link between Social Emotional Pyramid to Response to Instruction and Intervention (RTI2)



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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

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

Goals	How it specifically meets the needs of English Learner, Low Income and Foster Youth students
Goal 1: All students will receive a 21st century education that includes access to highly qualified teachers, standardized aligned materials and facilities maintained in good repair.	All English learner, Low Income and Foster Youth students will be taught by teachers who are highly qualified and have an English Learner Authorization and/or other trainings and experience working with these subgroup of students in improving their learning.
Goal 2: All students are provided with supplemental resources, materials, and services and receive instruction from teachers who enhance their instructional practice through participating in various professional development training that focuses on such topics as 21st Century teaching and learning, Common Core State Standards and ELD Standards.	All English learner, Low Income and Foster Youth students will be provided supplemental materials, programs and services to enhance their learning. Specifically for English Learners, they will be receive designated and integrated ELD instructional time to increase language acquisition while mastering content and receive instruction from teachers who participate in professional development that includes such topics that will help increase English learner student success, such as GLAD strategies and ELD Standards. Foster Youth Coordinator will ensure teachers who have Foster Youth students will participate in professional development to enhance their knowledge and instructional strategies in meeting these students' specialized needs.

Goal 3: All students will have access to 21st Century courses and programs that enhance college and career opportunities, such as Advancement via Individual Determination (AVID), Online Courses (including Accelerated Math Pathway), Expository Reading Writing Course (ERWC), Advanced Placement (AP), College Board approved A-G courses, Career Technical Education (CTE) resources and Science, Technology, Engineering, Arts and Mathematics (STEM) courses.	A focus will be placed on increasing access to 21st century and programs that enhance college and career opportunities for English learners, low income, and foster youth students.
Goal 4: All students will demonstrate increased competency in real-world, relevant subject area content: 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	English Learners, Low Income and Foster Youth students' academics will be monitored to ensure progress is being made throughout the year. By having their teachers also participate in various 21st century professional development that incorporate research based strategies and engaging lessons, these particular subgroups of students will demonstrate increased competency in their learning.
Goal 5: All parents will obtain resources, services, workshops and activities, stakeholder engagement trainings, and input in decision-making practices at district and schools, especially for with English Learners, Low Income, and Foster Youth parents to increase their involvement.	A focus will be placed on meeting the identified needs and increasing the involvement of English learner, low income, and foster youth parents when developing resources, services, workshops and activities, and stakeholder engagement trainings, as well as increasing the amount of input EL, low income and foster youth parents have in decision-making practices at district and schools.
Goal 6: All students will be engaged in college and career pathway programs, technology, digital literacy, and resources and support systems that will increase student motivation and achievement.	The participation of English Learners, Low Income and Foster Youth students' enrollment in college and career pathway programs and access to technology and resources will be monitored to ensure these subgroups of students will be college and career ready.
Goal 7: All students will have resources, services and programs that provide a safe and motivating learning experience that fosters school connectedness.	English Learners, Low Income and Foster Youth students' academics will be monitored as well as placed in programs that will motivate and enhance their learning.

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

This information is detailed in the chart below.

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

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/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/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. Information gathered from Foster Youth Summit 2014 in Sacramento was also reviewed and utilized to develop goals. In addition, the Foster Youth Connections Committee met to review needs.

11) 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?

Key actions and services are noted below for meeting the needs of unduplicated subgroup of students. Detailed information of actions and services are specified under each goal listed in the subsequent chart.

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Student Group	Key Actions and Services
English Learners	School sites will receive support in meeting the needs of English Learners by English Learner Instructional Specialists. All high schools and Yorba and Portola middle schools will also be supported in meeting the needs of English learners by Academic Language Mentors. Professional development that focuses on the specific needs of English learners will also be provided to staff and students will have supplemental materials to meet their needs of increased language acquisition and mastery of content standards.
Low Income Students	Title I schools will each have an Instructional Specialist to help staff meet the needs of low income students.
Foster Youth	Foster Youth Coordinator will provide resources and services to foster youth families and offer trainings to teachers throughout the year.
English Learner, Low Income, and Foster Youth	High Schools and Cerro Villa Middle School will each have one section of ERWC focused on EL, Low Income, and Foster Youth students. This will expand to other middle schools over the next three year

12) How do these actions/services link to identified goals and expected measurable outcomes?
This information is detailed in the chart below.

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

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GOAL:	**Conditions of learning** **Goal 1: All students will receive a 21st century education that includes access to highly qualified teachers, standardized aligned materials and facilities maintained in good repair.**	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6__ 7__ 8_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	In order to graduate college and career ready, students need a 21st century education that includes access to highly qualified teachers, standardized aligned materials and facilities maintained in good repair.	
Goal Applies to:	Schools:	All schools
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	All teachers are highly qualified. All core textbooks will be aligned to State Standards. Facilities will remain in good repair.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Teacher Quality/Beginning Teacher Support and Assessment (BTSA) Mentorship, highly qualified teacher authorizations, including EL Authorizations	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$387,918 Base
Reduce class size 30 to 1	LEA Wide	_x_ALL OR:__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,943,700 Base

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Increase technology services and support to all schools • 2 site techs • extra earning for tech • Director of Information Technology • Web & Internet Communications Specialist • Network Access Control (NAC) - BYOD Infrastructure • 2 Instructional Specialists Technology • 1 Information Service Specialist	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$545,000 Base
Technology Services and Core Network schools • Genius Bar • Web Communication- School Messenger • BYOD 1:1 Device Support and roll out • 1:1 Take-home network support/ Extended Library hour • School wireless network and bandwidth upgrade	LEA Wide	__x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$202,500 Supplemental
Textbooks aligned to Common Core State Standards	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,400,000 Base

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LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	All teachers are highly qualified. All core textbooks will be aligned to State Standards. Facilities will remain in good repair.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Teacher Quality/Beginning Teacher Support and Assessment (BTSA) Mentorship, highly qualified teacher authorizations, including EL Authorizations	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$396,840 Base
Reduce class size 30 to 1	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,988,405 Base
Increase technology services and support to all schools • 2 site techs • extra earning for tech • Director of Information Technology • Web & Internet Communications Specialist • Network Access Control (NAC) - BYOD Infrastructure • 2 Instructional Specialists Technology • 1 Information Service Specialist	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$572,250 Base

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Technology Services and Core Network schools • Genius Bar • Web Communication- School Messenger • BYOD 1:1 Device Support and roll out • 1:1 Take-home network support/Extended Library hour • School wireless network and bandwidth upgrade	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$212,625 Supplemental
Textbooks aligned to common Core State Standards	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,570,000 Base

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	All teachers are highly qualified. All core textbooks will be aligned to State Standards. Facilities will remain in good repair.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Teacher Quality/Beginning Teacher Support and Assessment (BTSA) Mentorship, highly qualified teacher authorizations, including EL Authorizations	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$416,682 Base
Reduce class size 30 to 1	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,087,825 Base

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Increase technology services and support to all schools • 2 site techs • extra earning for tech • Director of Information Technology • Web & Internet Communications Specialist • Network Access Control (NAC) - BYOD Infrastructure • 2 Instructional Specialists Technology • 1 Information Service Specialist	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$608,063 Base
Technology Services and Core Network schools • Genius Bar • Web Communication- School Messenger • BYOD 1:1 Device Support and roll out • 1:1 Take-home network support/Extended Library hour • School wireless network and bandwidth upgrade	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$223,256 Supplemental
Textbooks aligned to common Core State Standards	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,748,500 Base

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GOAL:	Conditions of learning **Goal 2: All students are provided with supplemental resources, materials, and services and receive instruction from teachers who enhance their instructional practice through participating in various professional development training that focuses on such topics as 21st Century teaching and learning, Common Core State Standards and ELD Standards.**	Related State and/or Local Priorities: 1__ 2_x 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify_____

Identified Need :	In order to graduate college and career ready and achieve state standards, students need to receive instruction from teachers who are well trained in various strategies that will support their learning. They also need supplemental materials to help make content comprehensible and overcome any deficits. Additionally, based the 2013-2014 EAP assessment, 47% of students in ELA and 54% of students in Math were determined ready or conditionally ready for college.	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	100% of teachers will participate in professional development that increases instructional practice. 100% of elementary teachers and secondary ELD teachers will have received training on the California ELD Standards, ELA/ELD framework and strategies to increase success of English learners. 40% of secondary core content area teachers will receive training on ELD standards, ELA/ELD framework, and strategies to increase achievement of English learners. An increased percentage of students districtwide will be determined ready or conditionally ready for college.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Science Center support services	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$31,487 Base

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Increase support and services to ensure academic success in Science, English Language Arts, math, Professional Learning communities, and Visual Performing Arts	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$443,639 Base
Increase outside professional development services and resources to ensure academic success	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,000 Supplemental
Technology professional development programs and resources for teachers and students • Online Teacher Technology PD Program • eResource Website • iTeach Training • Technology Institute • iLearn Training	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$107,000 Supplemental
Professional development on English Language Development and support staff to increase English Learners attainment of English proficiency and mastery of all subjects (includes adding one EL Advisor Support section for Canyon High's EL Advisor) Thinking Maps training, support, and materials for high schools, in order to make content more comprehensible and allow English learners to acquire language while mastering content. (1 department at Canyon, Villa Park High School, and El Modena. Orange High School has already been trained. Support for all four high schools. Training 2 staff members at each school to be Trainer of Trainers. Principal and curriculum AP to attend Thinking Maps Leadership training.	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000 Supplemental $17,000 Supplemental

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Professional development for principals, teachers and staff on Foster Youth. This would include training on Mentor strategies.	LEA Wide	__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$38,000 Supplemental
Supplemental resources and services to support academic achievement of EL, Low income, and foster youth Additional services provided by Coordinators in Accountability & Special Programs to increase academic achievement for especially English Learners, Low Income and Foster Youth students	LEA Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000 Supplemental $19,279 Supplemental
Additional staff to support increased student achievement (Curriculum, Student and Community Services, Special Education) *Indirect Additional staff to support base technology, curriculum/instruction, secondary education, Student and Community Services, and Special Education programs Additional staff support to Business Services and Human Resources	LEA Wide LEA Wide LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$462,885 Supplemental $476,669 Base $2,434,684 Base $673,850 Base

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Multi-Tiered System of Support Universal Screening and Progress Monitoring in DIBELS Next, implementation of state standards and best practices through Teacher Innovator Program	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$69,280 Supplemental

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	100% of teachers will participate in professional development that increases instructional practice. 60% of secondary core content area teachers will have received training on ELD standards, ELA/ELD framework, and strategies to help achievement. An increased percentage of students districtwide will be determined ready or conditionally ready for college.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Science Center support services	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$28,560 Base
Increase support and services to ensure academic success in Science, English Language Arts, math, Professional Learning communities, and Visual Performing Arts	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$465,821 Base

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Increase outside professional development services and resources to ensure academic success	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$81,900 Supplemental
Technology professional development programs and resources for teachers and students • Online Teacher Technology PD Program • eResource Website • iTeach Training • Technology Institute • iLearn Training	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$112,350 Supplemental
Professional development on English Language Development and support staff to increase English Learners attainment of English proficiency and mastery of all subjects Thinking Maps training, support, and materials for high schools, in order to make content more comprehensible and allow English learners to acquire language while mastering content. (One-two more departments at Canyon, Villa Park High School, and El Modena. Continue to support departments that have been previously trained at all four high schools.)	LEA Wide	__ALL OR: __Low Income pupils _x_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$105,000 Supplemental $17,850 Supplemental
Professional development for principals, teachers and staff on Foster Youth. This would include training on Mentor strategies	LEA Wide	__ALL OR: __Low Income pupils __English Learners _x_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$39,900 Supplemental

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Supplemental resources and services to support academic achievement of EL, Low income, and foster youth Additional services provided by Coordinators in Accountability & Special Programs to increase academic achievement for especially English Learners, Low Income and Foster Youth students	LEA Wide	_ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$105,000 Supplemental $20,243 Supplemental
Additional staff to support increased student achievement (Curriculum, Student and Community Services, Special Education) *Indirect Additional staff to support base technology, curriculum/instruction, secondary education, Student and Community Services, and Special Education programs Additional staff support to Business Services and Human Resources	LEA Wide LEA Wide LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$462,885 Supplemental $476,669 Base $2,434,684 Base $673,850 Base
Multi-Tiered System of Supports Universal Screening and Progress Monitoring in DIBELS Next, implementation of state standards and best practices through Teacher Innovator Program	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$72,744 Supplemental

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LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	100% of teachers will participate in professional development that increases instructional practice. 75% of all teachers of English learners will have received training on ELD standards, ELA/ELD framework, and strategies to help achievement. An increased percentage of students districtwide will be determined ready or conditionally ready for college.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Science Center support services	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$29,988 Base
Increase support and services to ensure academic success in Science, English Language Arts, math, Professional Learning communities, and Visual Performing Arts	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$489,112 Base
Increase outside professional development services and resources to ensure academic success	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$85,995 Supplemental
Technology professional development programs and resources for teachers and students • Online Teacher Technology PD Program • eResource Website • iTeach Training • Technology Institute • iLearn Training	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$117,968 Supplemental

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Professional development on English Language Development and support staff to increase English Learners attainment of English proficiency and mastery of all subjects Thinking Maps training, support, and materials for high schools, in order to make content more comprehensible and allow English learners to acquire language while mastering content. (One-two more departments at Canyon, Villa Park High School, and El Modena. Continue to support departments that have been previously trained at all four high schools.)	LEA Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$110,250 Supplemental $18,743 Supplemental
Professional development for principals, teachers and staff on Foster Youth students. This would include training on Mentor strategies.	LEA Wide	__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$41,895 Supplemental
Supplemental resources and services to support academic achievement of EL, Low income, and foster youth Additional services provided by Coordinators in Accountability & Special Programs to increase academic achievement for especially English Learners, Low Income and Foster Youth students	LEA Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$110,250 Supplemental $21,255 Supplemental

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Additional staff to support increased student achievement (Curriculum, Student and Community Services, Special Education) *Indirect	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$462,885 Supplemental
Additional staff to support base technology, curriculum/instruction, secondary education, Student and Community Services, and Special Education programs	LEA Wide		$476,669 Base $2,434,684 Base
Additional staff support to Business Services and Human Resources	LEA Wide		$673,850 Base
Multi-Tiered System of Support Universal Screening and Progress Monitoring in DIBELS Next, implementation of state standards and best practices through TIP	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$76,381 Supplemental

GOAL:	Conditions of learning **Goal 3: All students will have access to 21st Century courses and programs that enhance college and career opportunities, such as Advancement via Individual Determination (AVID), Online Courses (including Accelerated Math Pathway), Expository Reading Writing Course (ERWC), Advanced Placement (AP), College Board approved A-G courses, Career Technical Education (CTE) resources and Science, Technology, Engineering, Arts and Mathematics (STEM) courses.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

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Identified Need :	In order to graduate college and career ready, students need increased access to courses and programs that will fully prepare them with 21st Century skills. District data revealed that less than 50% of students participate in CTE pathway and/or complete 2 or more CTE courses in a pathway.	
Goal Applies to:	Schools:	All schools
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increased course offerings, CTE courses (participation), and student enrollment in AP, A-G, AVID, ERWC, Online Courses (increase in course numbers and student participants), increase of Special Education students in General Education courses, an increase in the number of English learners and Reclassified students enrolled in AP, A-G, AVID, and ERWC courses. Increased access to technology in the classroom A decrease in the number of Long Term English Learners (LTELS) leaving elementary school and LTELS in secondary school, so they will have more access to college and career opportunities when in secondary schools.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
High School Office support	High Schools	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$194,779 Base

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College and career courses, Intervention programs and specialized program resources and services (online academic intervention, AVID) Equal Opportunity Schools (AP) Intervention sections at each High School APEX Course Offerings Edmentum/PLATO Courses	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$160,000 Supplemental $80,000 Supplemental $30,000 Supplemental $73,000 Supplemental $150,000.00 Supplemental $125,000.00 Supplemental
Students have access to college and career online program and counselors (Naviance)	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000 Supplemental
SAT and ACT Waivers AP/IB Waivers SAT Prep	High Schools	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$101,850 Supplemental $40,000 Supplemental $400,000 Supplemental

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Increase sections of ERWC with reduced class size (6 sections focused on EL, low income, redesignated, and foster youth students) One EL support section (Orange High School)	Secondary Schools	__ALL OR: x__Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$102,000 Supplemental $17,000 Supplemental
Differentiated professional development training for advanced learners, GATE certification training, AVID, Vital Link, Robotics, CTE support materials	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$457,664 Supplemental

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	A further increase of course offerings, CTE courses (participation), enrollment in AP, A-G, AVID, ERWC, Online Courses (increase in course numbers and student participants), increase of Special Education students in General Education courses, an increase in the number of English learners and Reclassified students enrolled in AP, A-G, AVID, and ERWC courses. Increased access to technology in the classroom A further decrease in the number of Long Term English Learners (LTELS) leaving elementary school and LTELS in secondary school, so they will have more access to college and career opportunities when in secondary schools.

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Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
High School Office support	High Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$204,518 Base
College and career courses, Intervention programs and specialized program resources and services (online academic intervention, AVID) APEX Course Offerings Edmentum/PLATO Courses	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$160,000 Supplemental $160,000 Supplemental $130,000 Supplemental
Students have access to college and career online program and counselors Naviance	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000 Supplemental

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SAT and ACT Waivers SAT Prep Ap/IB Waivers	High Schools	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$101,850 Supplemental $400,000 Supplemental $55,000 Supplemental
Increase sections of ERWC with reduced class size (7 sections focused on EL, low income, redesignated, and foster youth) One EL support section	Secondary Schools	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$119,000 Supplemental $17,850 Supplemental
Differentiated professional development training for advanced learners, GATE certification training, AVID, Vital Link, Robotics, CTE support materials	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$480,547 Supplemental

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	A further increase of course offerings, CTE courses (participation), enrollment in AP, A-G, AVID, ERWC, Online Courses (increase in course numbers and student participants), increase of Special Education students in General Education courses, an increase in the number of English learners and Reclassified students enrolled in AP, A-G, AVID, and ERWC courses. Increased access to technology in the classroom A further decrease in the number of Long Term English Learners (LTELS) leaving elementary school and LTELS in secondary school, so they will have more access to college and career opportunities when in secondary schools.

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Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
High School Office support	High Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$214,744 Base
College and career courses, Intervention programs and specialized program resources and services (online academic intervention, AVID) APEX Course Offerings Edmentum/PLATO Courses	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$174,615 Supplemental $160,000 Supplemental $135,000 Supplemental
Students have access to college and career online program and counselors NAVIANCE	High Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$126,000 Supplemental

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SAT and ACT Waivers SAT Prep	High Schools	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$112,290 Supplemental $400,000 Supplemental
Increase sections of ERWC with reduced class size (7 sections focused on EL, low income, re designated, and foster youth students) One EL support section	Secondary Schools	__ALL OR: _X_Low Income pupils _X_English Learners X__Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$124,950 Supplemental $18,743 Supplemental
Differentiated professional development training for advanced learners, GATE certification training, AVID, Vital Link, Robotics, CTE support materials	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$504,574 Supplemental

GOAL:	**Pupil Outcomes** **Goal 4: All students will demonstrate increased competency in real-world, relevant subject area content: 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 determined by baseline data on State Assessments (SBAC, CAHSEE, CELDT) and District local measures.**	Related State and/or Local Priorities: 1__ 2_ 3__ 4_x_ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

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Identified Need :	In order to meet state standards and graduate college and career ready, students need to achieve mastery in real-world relevant subject area content. Progress must be regularly monitored in order to ensure students are moving towards mastery. Based on most recent state data, 93% of OUSD students met the requirements for graduation. Therefore, OUSD will continue to provide programs and services to meet and exceed state graduation rate targets.	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increased percentage of students leaving elementary schools with early literacy skills/fluency at benchmark as measured by DIBELS Next (Vport), SMI, SRI Additional Extended Day programs and effective interventions will be implemented and progress monitored to improve learning for all students, especially English learners, Low Income, and Foster Youth. OUSD will improve programs and services to increase graduation rates, reduce or maintain dropout rates for middle and high school. Student achievement will be measured by State Assessments (SBAC, CAHSEE, CELDT) and District local measures. Baseline data will be established.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Student access to intervention and academic support services (credit recovery, summer school, CAHSEE support)	Secondary Schools	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$80,000 Supplemental $651,000 Supplemental $200,000 Supplemental

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Elementary Collaborative Academic Support team (CAST) meetings to monitor student progress and plan necessary student interventions	Elementary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$52,500 Supplemental
Provide ELD services to improve student achievement for EL (program and service cost), including Language Assessment Center	LEA Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,259,312 MOE- Supplemental
Indirect costs for supporting Language Assessment Center, Special Programs, and School Sites	LEA Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$176,997 MOE- Supplemental
School site allocation to improve student learning for English Learners, Low Income and Foster Youth pupils and indirect costs	LEA Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,563,497 MOE- Supplemental

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Expand preschool and TK programs to help students become better prepared for school Continue staffing support at preschool (Sr. Secretary for Pre-School)	Elementary	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$201,000 Base $50,000 Base
Increase resources for Foster Youth and Low Income students (school supplies)	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____Homeless_____	$2,100 Supplemental
Intervention support for schools, focusing on the needs of EL, low income, and foster youth students (10 RTI teachers)	LEA Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$900,000 Supplemental
Academic Success and Intervention sections	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$152,706 Supplemental

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Provide elementary training, planning and the implementation of the ELA and Math State Academic Standards, Literacy in the Social Studies and Science content area, teacher professional development in writing, intervention professional development, planning and preparation in the design and roll out of NGSS. Universal screening of mathematics (SMI) and ELA (DIBELS), High school supplementation support of SHMOOP	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$772,619 Supplemental

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Increased percentage of students leaving elementary schools with early literacy skills/fluency at benchmark as measured by DIBELS Next (Vport), SMI, SRI Additional Extended Day programs and effective interventions will be implemented to improve learning for all students, especially English learners, Low Income, and Foster Youth. OUSD will improve programs and services to increase graduation rates.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Student access to intervention and academic support services (credit recovery, summer school, CAHSEE support)	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$85,000 Supplemental $700,000 Supplemental $200,000 Supplemental
Elementary Collaborative Academic Support Team (CAST) meetings to monitor student progress and plan necessary student interventions	Elementary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$55,125 Supplemental

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Provide ELD services to improve student achievement for EL (program and service cost), including Language Assessment Center	LEA Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,259,312 MOE- Supplemental
Indirect costs for supporting Language Assessment Center, Special Programs, and School Sites	LEA Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$176,997 MOE- Supplemental
School site allocation to improve student learning for English Learners, Low Income and Foster Youth pupils and indirect costs	LEA Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,937,048 MOE- Supplemental
Expand preschool and TK programs to help students become better prepared for school Sr. Secretary for Pre-School	Elementary	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$301,000 Base $50,000 Base

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Increase resources for Foster Youth and Low Income students (school supplies)	LEA Wide	__ALL OR: _x_Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___Homeless_____	$2,205 Supplemental
Academic Success and intervention sections	Secondary Schools	_x_ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$155,000 Supplemental
Provide elementary training, planning and the implementation of the ELA and Math State Academic Standards, Literacy in the Social Studies and Science content area, teacher professional development in writing, intervention professional development, planning and preparation in the design and roll out of NGSS. Universal screening of mathematics (SMI) and ELA (DIBELS), High school supplementation support of SHMOOP	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$811,250 Supplemental
Intervention support for schools, focusing on the needs of EL, low income, and foster youth students (10 RTI teachers)	LEA Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$945,000 Supplemental

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LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increased percentage of students leaving elementary schools with early literacy skills/fluency at benchmark as measured by DIBELS Next (Vport), SMI, SRI Additional Extended Day programs and effective interventions will be implemented to improve learning for all students, especially English learners, Low Income, and Foster Youth. OUSD will improve programs and services to increase graduation rates.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Student access to intervention and academic support services (credit recovery, summer school, CAHSEE support)	Secondary Schools	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$90,000 Supplemental $725,000 Supplemental $200,000 Supplemental
Elementary Collaborative Academic Support Team (CAST) meetings to monitor student progress and plan necessary student interventions	Elementary Schools	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$57,881 Supplemental
Provide ELD services to improve student achievement for EL (program and service cost), including Language Assessment Center	LEA Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,259,312 MOE- Supplemental

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Indirect costs for supporting Language Assessment Center, Special Programs, and School Sites	LEA Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$176,997 MOE- Supplemental
School site allocation to improve student learning for English Learners, Low Income and Foster Youth pupils and indirect costs	LEA Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,133,900 MOE- Supplemental
Expand preschool and TK programs to help students become better prepared for school Sr. Secretary for Pre-School	Elementary	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$318,550 Base $50,000 Base
Increase resources for Foster Youth and Low Income students (school supplies)	LEA Wide	__ALL OR: _x_Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,315 Supplemental

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Academic support and intervention sections	Secondary Schools	_x_ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$160,000 Supplemental
Provide elementary training, planning and the implementation of the ELA and Math State Academic Standards, Literacy in the Social Studies and Science content area, teacher professional development in writing, intervention professional development, planning and preparation in the design and roll out of NGSS. Universal screening of mathematics (SMI) and ELA (DIBELS), High school supplementation support of SHMOOP	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$851,813 Supplemental
Intervention support for schools, focusing on the needs of EL, low income, and foster youth students (10 RTI teachers)	LEA Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$992,250 Supplemental

GOAL:	**Engagement** **Goal 5: All parents will have access to resources, services, workshops and activities, stakeholder engagement trainings, and input in decision-making practices at district and schools, especially with English Learners, Low Income, Special Education, Gifted and Talented Education (GATE), and Foster Youth parents.**	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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Identified Need :	Parents need to be active participants in their children's education, in order for students to achieve high levels of success. LCAP survey indicated parents need college and career workshops/information to further prepare their students.	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase parent participation or programs at school sites for all subgroup of students with emphasis on English Learners, Low Income and Foster Youth families

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Accountability and Engagement support and services: Teacher on Special Assignment (TOSA) Student & Family Engagement/LCFF LCAP Software/Resources	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$140,000 Supplemental $39,408 Supplemental
Parent trainings, workshops, activities (leadership, college and career engagement/motivation and school site council trainings)	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 Supplemental
Provide teacher professional development in the implementation of the state standards and practice to implement CTE/STEM and Integrated Arts Planning and Professional Development	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$92,680 Supplemental

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LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase parent participation or programs at school sites for all subgroup of students with emphasis on English Learners, Low Income and Foster Youth families.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Accountability and Engagement support and services: Teacher on Special Assignment (TOSA) Student & Family Engagement/LCFF LCAP Software/Resources	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$147,000 Supplemental $41,378 Supplemental
Parent trainings, workshops, activities (leadership, college and career engagement/motivation and school site council trainings)	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$31,500 Supplemental
Provide teacher professional development in the implementation of the state standards and practice to implement CTE/STEM and Integrated Arts Planning and Professional Development	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$97,314 Supplemental

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LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase parent participation or programs at school sites for all subgroup of students with emphasis on English Learners, Low Income and Foster Youth families.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Accountability and Engagement support and service: Teacher on Special Assignment (TOSA) Student & Family Engagement/LCFF LCAP Software/Resources	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$154,350 Supplemental $43,446 Supplemental
Parent trainings, workshops, activities (leadership, college and career engagement/motivation and school site council trainings)	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$33,075 Supplemental
Provide teacher professional development in the implementation of the state standards and practice to implement CTE/STEM and Integrated Arts Planning and Professional Development	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$102,180 Supplemental

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GOAL:	Engagement **Goal 6: All students will have access to engaging college and career pathway programs, technology, digital literacy, and resources and support systems that will increase student motivation and achievement.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	In order to graduate college and career ready, our students need access to the above programs, resources and support system. These will also increase student motivation, which is an identified need. Based on the LCAP survey, stakeholders indicated their desire for increased motivating and engaging lessons/programs for students at all schools.	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase student participation in pathways to college and career programs and provide resources and support systems to engage students in learning. Increase student engagement through the use of digital resources to expand the interests of students' college and career options. Maintain 96% in student attendance and decrease chronic truancies and absenteeism. Increase graduation rate and reduce dropout rate (8-12th grades).

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Increase technology services and monitoring progress • EADMS Data Management System • Aeries Intervention Management	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$105,000 Base
Software and technology to engage EL, low income, and foster youth students in their learning	LEA Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 Supplemental

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Materials, services and program cost for college and career programs (PSAT, IB Program)	High Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$71,400 Supplemental
Increase pupil engagement through expanding community day school capacity and Plasco attendance monitoring system CDS (position) PLASCO	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$124,933 Supplemental $50,000 Supplemental
Counselor on Special Assignment (COSA) for secondary school (academic)	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000 Supplemental
CTE Stem Summer Academy	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$150,000 Supplemental
PSAT FEES	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$28,000 Supplemental

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AP SECTIONS	Secondary	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$136,000 Supplemental
AP/IB Training AP/IB Fees ACT Fees IB Case Coordinator Extra Earnings for AP, IB, WASC, Accelerated Math Course (AMC) Code.org	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15,000 Supplemental $15,000 Supplemental $1,000 Supplemental $25,000 Supplemental $17,000 Supplemental $5,000 Supplemental

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LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase student participation in pathways to college and career programs and provide resources and support systems to engage students in learning. Increase student engagement through the use of digital resources to expand the interests of students' college and career options. Maintain 96% in student attendance and decrease chronic truancies and absenteeism. Increase graduation rate and reduce dropout rate (8-12th grades).		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Increase technology services and monitoring progress • EADMS Data Management System • Aeries Intervention Management	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$110,250 Base
Software and technology to engage EL, low income, and foster youth students in their learning	LEA Wide	_ALL OR: _x_ Low Income pupils _x_ English Learners _x_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$26,250 Supplemental
Materials, services and program cost for college and career programs (PSAT, IB Program)	High Schools	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$74,970 Supplemental

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Increase pupil engagement through expanding community day school capacity and Plasco attendance monitoring system	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$131,179 Supplemental
PSAT Costs	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$29,000 Supplemental
AP Sections	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$140,000 Supplemental
AP/IB Training IB Case Coordinator AP/IB Fees ACT Fees Extra Earnings for AP/IB, WASC, AMC Code.org	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$17,000 Supplemental $19,000 Supplemental $1,000 Supplemental $17,000 Supplemental $25,000 Supplemental $5,000 Supplemental

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LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase student participation in pathways to college and career programs and provide resources and support systems to engage students in learning. Increase student engagement through the use of digital resources to expand the interests of students' college and career options. Maintain 96% in student attendance and decrease chronic truancies and absenteeism. Increase graduation rate and reduce dropout rate (8-12th grades).		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Increase technology services and monitoring progress • EADMS Data Management System • Aeries Intervention Management	LEA Wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$115,763 Base
Software and technology to engage EL, low income, and foster youth students in their learning	LEA Wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$27,563 Supplemental
Materials, services and program cost for college and career programs (PSAT, IB Program)	High Schools	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,719 Supplemental
Increase pupil engagement through expanding community day school capacity and Plasco attendance monitoring system	Secondary Schools	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$137,738 Supplemental

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PSAT Fees	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 Supplemental
AP Sections	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$140,000 Supplemental
AP Training AP/IB Fees IB Case Coordinator ACT Fees Extra earnings for AP, IB, WASC, AMC Code.org	Secondary Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$18,000 Supplemental $20,000 Supplemental $2,000 Supplemental $18,000 Supplemental $26,000 Supplemental $6,000 Supplemental

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GOAL:	Engagement **Goal 7: All students will have access to resources, services and programs that provide a safe and motivating learning experience that fosters school connectedness.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Students need to feel safe and connected to their school, as well as be motivated, in order to succeed in school. Based on the 2014-2015 California Healthy Kids Survey, between 2-3% of 4th and 5th grade students felt a low sense of connectedness to school.	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase awareness / access to counseling and other mental health services to improve student outcomes and sense of well-being. Increase student's school connectedness through increased PBIS, school activities and events at all schools. Reduction of suspensions, truancies, dropout rates Increase graduation rates

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
GATE (program and material cost)	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$31,500 Base
Mentor Program for Foster Youth at school sites--expand	LEA Wide	__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,492 Supplemental

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California Healthy Kids Survey (CHKS) will be given to students to obtain their input on engagement and school climate	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 Supplemental
Professional development on Positive Behavior Intervention Systems (PBIS)	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,500 Supplemental
Continue to serves provided by Coordinator - Foster Youth, Homeless, and At-Risk Youth	LEA Wide	__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___Homeless_____	$150,000 Supplemental
Staff to support student engagement Increase pupil engagement via mental health and social skill development support with Mental health counselors, psychologists, and nurses	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$923,849 Supplemental

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LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase awareness / access to counseling and other mental health services to improve student outcomes and sense of well-being. Increase student's school connectedness through increased PBIS, school activities and events at all schools. Reduction of suspensions, truancies, dropout rates Increase graduation rates		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
GATE (program and material cost)	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$33,075 Base
Mentor Program for Foster Youth at school sites--expand	LEA Wide	__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$11,017 Supplemental
California Healthy Kids Survey (CHKS) will be given to students to obtain their input on engagement and school climate	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,200 Supplemental

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Professional development on Positive Behavior Intervention Systems (PBIS)	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$11,025 Supplemental
Continues services provided by Coordinator - Foster Youth, Homeless, and At-Risk Youth	LEA Wide	__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Homeless_____	$157,500 Supplemental
Increase staff to support student engagement Staff to support student engagement Increase pupil engagement via mental health and social skill development support with 4 elementary Mental health counselors, psychologists, an nurses	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$970,041 Supplemental

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LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase awareness / access to counseling and other mental health services to improve student outcomes and sense of well-being. Increase student's school connectedness through increased PBIS, school activities and events at all schools. Reduction of suspensions, truancies, dropout rates Increase graduation rates		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
GATE (program and material cost)	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$34,729 Base
Mentor Program for Foster Youth at school sites--expand	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$11,568 Supplemental
California Healthy Kids Survey (CHKS) will be given to students to obtain their input on engagement and school climate	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,410 Supplemental

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Professional development on Positive Behavior Intervention Systems (PBIS)	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$11,576 Supplemental
Continue services provided by Coordinator - Foster Youth, Homeless, and At-Risk Youth	LEA Wide	__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Homeless_____	$165,375 Supplemental
Increase staff to support student engagement Staff to support student engagement Increase pupil engagement via mental health and social skill development support with 4 elementary Mental health counselors, psychologists, and nurses	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,018,543 Supplemental

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Annual Update

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

Guiding Questions:

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

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Original GOAL from prior year LCAP:	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 status.	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	100% of teachers are appropriately assigned and fully credentialed in the subject areas as evidenced in CALPADs and BTSA reports	Actual Annual Measurable Outcomes:	100% of teachers are reported as appropriately assigned and fully credentialed in the subject areas in CALPADs reported on March 6, 2015 and BTSA report

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teacher Quality/Beginning Teacher Support and Assessment	$379,196 BASE	Teachers in BTSA had ongoing training and support throughout the school year. All teachers, including Special Education teachers are appropriately assigned and credentialed.	$379,196
Human resources, Maintenance & Operations, Transportation Services, Nutrition Services, Business Services (staff and program cost)	$39,389,830 BASE	These departments supported student learning through their services to schools.	$39,389,830

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Support Operations and Transportation Services		$392,585 BASE $2,300,000 Add'l 1% Def Maintenance	These departments supported learning through their services to schools.		$392,585 $2,300,000
Reduce Class Size 30 to 1		$1,900,000 BASE	Initial districtwide class size balancing took place to support student learning where student to staff ratio were high.		$1,900,000
Scope of service:	LEA wide		Scope of service:	All school sites	
_x_ALL			x__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Today, with a high concentration of under-represented students and enrollment slowly on the rise, an unusually high number of teachers will retire in the next few years and the number of new teachers entering the field is expected to decline. As OUSD provides practices to recruit and retain teacher talent while at the same time aiming to close the achievement gap between all students, OUSD will use research practices that will ensure teachers and students are successful in a 21st century learning organization of excellence. These future practices will include, but not be limited to the following elements: 1. Ensure teacher are continuously supported and effective in their teaching practice for all learners, 2. Provide adequate supports (e.g. planning time, textbook resources, assistance from the district office), and 3. Strong collegial support, including special education teacher and general education collaboration. In order to ensure that future goals address actions and services that support 21st century teaching conditions: 1.) OUSD will conduct a local, on-going review of assessing and evaluating the conditions of learning, 2.) OUSD will focus with school leadership on instructional quality and high-quality teaching and learning conditions that ensure student success and 3.) OUSD will continually assess and address any specific challenges in retentions of special education or high need area teachers. Further, OUSD LCAP survey indicated professional development for teachers and principals along with class size reduction were ranked top responses. Hence, ongoing professional development for teachers and principals will take place next year while phase two of implementing class size reduction will take place. Also, in an effort to minimize redundancy and to establish more precise LCAP goals, goals 1, 2, and 3 were condensed to reflect new Goal 1.				

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Original GOAL from prior year LCAP:	Goal 2: All school sites will have facilities in good or excellent standing with an increased access to technology for all.	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	All school facilities are in good or excellent standing based on SARC, Technology Inventory William Facilities Report, student survey, facility survey	Actual Annual Measurable Outcomes:	Based on the School Accountability Report Card, 93% of schools were in good or excellent standing. Technology Inventory showed increased number of technology devices at each school site. Further, the first quarter Williams Settlement Legislation report for 2014-15 indicated that seven reviews were conducted from September 5 - September 11, 2014, with one additional review conducted on September 16, 2014. No complaints were filed during the period under review. Students also commented in the LCAP focus group that their school was a fun and safe place to learn and valued the use of technology.

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LCAP Year:2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase technology services and support to all schools	$773,089 BASE	As of January 2015, an account of devices in schools took place, showing an increase in devices, including those in special education and English learner classrooms. The district also purchased devices to support Bring Your Own Device. In order to support the large number of devices in schools, Technology Services has implemented a new helpdesk process and software to better receive, dispatch, track, and resolve technical issues. Additional staff members allowed the district to provide better support for staff and students, including increased professional development. Assistant Principals of Discipline and elementary principals received trainings from the Office of Student and Community Services on accurately preparing the components of each site's Safe School Action Plan including threat assessment forms which contain details to prepare staff and students for disaster scenarios such as fire, earthquake, active shooters, intruders and plane crashes. All Safe School Action Plans are completed by site administration and are verified by School Site Council and local law enforcement.	$773,089

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Technology Services and Core Network		$1,000,000 Common Core	The district has purchased equipment to safeguard student and business data at a disaster recovery site located at the Orange County Department of Education (OCDE) datacenter. In addition, a high speed, highly redundant storage appliance was purchased in order to host student applications centrally. This allowed for faster application access and higher resiliency. In order to provide a safe computing environment to all staff and students without affecting the user experience, a network access control (NAC) appliance was implemented. This addition will support the simple on-boarding of one-to-one and Bring Your Own Device initiatives while keeping the network safe. In order to safely provide increased internet access speed, a high speed firewall and content filter was a necessary upgrade to address one of the last remaining congestion points in the network. To provide redundant access to vital services such as email, Aeries, and web applications, a hardware load balancer has been implemented to provide highly available access. As an added benefit, these systems receive a significant increase in performance by at least doubling the number of servers providing access.	$1,000,000
Scope of service:	LEA wide		Scope of service:	All school sites	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In addition to the larger and more diverse learning groups in OUSD, technology can be used to address a variety of learning needs, especially in the areas of literacy, emotional engagement and excitement, and personalized learning (OECD, 2006). As more access becomes readily available to students over the next few years, the following changes in teaching and learning will become more apparent for students that will ensure college and career preparedness in the 21st century: 1) Ensure more collaborative efforts of learning are increased, 2) Assist in the development of students identifying personal learning needs through digital contexts, and 3) Ensure that curiosity and creativity are increasingly growing as students learn. OUSD is committed to seeing technology as an intelligent tool for supporting individual learning as well as collaborative learning amongst different individuals, as there are multiple ways to expand the talent and potential in every learner. Hence, additional purchases of devices and implementation of 1 to 1 programs and Bring Your Own Device initiatives will continue to take place next year. In an effort to minimize redundancy and to establish more precise LCAP goals, goals 1, 2, and 3 were condensed to reflect new Goal 1.

Original from prior year LCAP:	Goal 3: All students will have access to standards aligned instructional materials.	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Students will have increased access to CCSS through standards aligned ELA and elementary math instructional materials.	Actual Annual Measurable Outcomes:	Orange Unified School District built capacity by providing teachers opportunities to design lessons that are aligned to state standards. OUSD developed in-house teacher expertise in the design of common core state standards units of study using the research-based model, UbD. Units included a balanced-instructional design model that used core program elements from ELA, Social Studies, and Science. District initiative best practices in the implementation of the state standards included communication objectives, response frames, purposeful grouping, and active engagement.

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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Textbooks aligned to Common Core State Standards	$3,400,000 Curriculum and Textbook	Curriculum department provided various professional development to teachers in Elementary, Middle and High School in planning and designing 21st century units of study using the CCSS in ELA. Particularly in Math, Secondary Math Core and Supplemental program was implemented and piloted this year. Phase 1 pilot programs included Think Through Math, and Math Links. Secondary math teachers received professional development in the UbD model. Furthermore, accelerated mathematics programs were piloted. Phase I included professional development and support of accelerated mathematics in the CCSS and took place reflecting the Accelerated Math expectations identified in Appendix A of the Math CCSS. At the elementary level, instructional specialists at Title I schools participated in math trainings which included pedagogy, practical applications, and research to support the implementation of a balanced instructional design model. The EnVision math program was utilized in 6th grade to help students transition to middle school math program. Teachers were provided professional development in the CCSS and SBAC performance tasks. Internal benchmarks were developed and piloted. They were also used as a practice activity in preparing students for the state test. All students, including Special Education students demonstrated that they had access to State Approved, standards based materials.	$3,400,000

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Scope of service:	LEA wide		Scope of service:	All schools	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Research indicates that the demand for college and career readiness has increased or remained steady over the years. Furthermore, students in college are expected to read complex texts with greater independence as college students are expected to read more independently and proficiently than high school students. The research is clear that by high school students are rarely held accountable for what they are able to read independently (Heller & Greenleaf, 2007). As students need more access to complex text, the state standards provide teachers with the direction in what students need access to; however, through observations, it is essential that teachers have tools, resources, time and collaboration to see what college and career readiness looks like in the instructional delivery of 21st century teaching and learning lessons. Therefore, providing teachers with a Balanced Instructional Design and ensuring that real-world, relevant learning tied to best practices with a deeper emphasis on student writing and formative assessment is highlighted in the on-going depth and work on the implementation of the state standards. Core and supplemental materials were purchased throughout year to ensure all students had access to state approved standards based instructional materials. Supplemental materials were piloted that demonstrated alignment to new state standards.

Original GOAL from prior year LCAP:	Goal 4: All teachers will enhance their instructional practice through participating in various professional development training that focus on 21st century teaching and learning.	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Students are instructed by teachers who engage in a variety of Professional development options to enhance 21st century instruction and core content.	Actual Annual Measurable Outcomes:	OUSD provided a wide variety of professional development options to staff in order to enhance 21st century instruction and core content.

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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development and teacher enhancement programs (counseling, Reading, Differentiated Instruction, Intervention, 21st Century Learning, Technology, New Teacher Orientation, Special Education, Common Core, Gifted and Talented)	$662,214 Common Core	Districtwide professional development included training of transitional team teachers and principals that fostered engagement and 21st century teaching and learning. All K-12 teachers participated in various professional development that supported 21st century instruction and core content. As a part of Transitional Teams, teachers and principals engaged in a series of professional development trainings, aimed to focus on the 21st Century Focus Area and school site Theory of Action. All goals and strategies focused on the Theory of Action, using a collaborative cycle of effective, real-world, relevant instruction that allowed teachers to plan and design instruction based on evidence and needs. Elementary teachers received a variety of professional development training in the following areas: Mathematics, Best First Instruction, DIBELS Next / VPORT, 21st Century Units of Study (UbD), Science CAMSP training, Science inquiry training, Best/Next Practices training for Instructional Specialists, and New Teacher Support Trainings. Secondary teachers were provided opportunities to participate in 21st century professional development trainings that provided conditions of learning that promoted the implementation of the State Standards, including Science Disciplinary Literacy Training, MATHLINKS mathematics training for middle school math teachers (grade 8), Math Solutions mathematics training for grades 6-8 math teachers, Math teacher planning and support, ELA standards training and preparing students for college/career readiness, and AVID teacher training.	$662,214

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Professional development and teacher enhancement programs (counseling, Reading, Differentiated Instruction, Intervention, 21st Century Learning, Technology, New Teacher Orientation, Special Education, Common Core, Gifted and Talented)		Similarly, Special Education staff engaged in a series of professional development trainings that focused on preparing students for the 21st century. This included strategies for engaging and instructing students with disabilities, universal design for learning, cycle of effective instruction, Mindset, technology, *Eliminating Barriers to Learning,* technology, writing goals aligned to the CCSS, social skills, classroom management and engagement. Counselors, Psychologists, and Nurses also participated in trainings to support student engagement and motivation, school safety and connectedness, mental health needs of students, effective communication strategies, and social skills. Special Education trained 500 instructional assistants on working with students with disabilities, professionalism, confidentiality Professional development was also provided to teachers, so that technology could be integrated into instructional practice, including in the following areas: iPads, Chromebooks, Google Apps for Education, Smartboard, Haiku, Edmodo, Technology Implementation for Common Core Unit Design (Elementary and Secondary), SBAC Local Assessments and Reflection, Envision Math Technology, CAASPP, Aeries.net, Online and Blended Learning	
Scope of service: LEA wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In observing the frequency professional development trainings provided this year, the district utilized the research from John Hattie's Visible Learning to determine the most effective trainings that will have a significant impact on 21st century teaching and learning. Additionally, the district has committed to integrating training, such as in the area of instruction and technology. The following, average impact considerations will be made as OUSD moves forward in 21st century teaching and learning: writing (.44), questioning techniques (.46) and early intervention (.47), direct instruction (.59), teaching strategies (.60), tactile stimulation (.58), meta-cognitive strategies (.69), creativity problems (.68), professional development (.62). The largest impact investments that OUSD will provide to ensure students are successfully prepared for college and career readiness are self-reported learning (1.44), formative evaluation (.90), acceleration (.88), classroom behavior (.88), comprehension interventions for disabled students (.77), spaced vs massed practice (.71). One of the most critical factors to ensure training transforms to best and next teaching practices, the Mindset work of Carol Dweck will be used to support the transition to 21st century teaching and learning. This will ensure everyone will reach high expectations, develop assessment capable students, provide successful peer interactions, and a focus on the total learning and growth mindset of student success. In an effort to minimize redundancy and to establish more precise LCAP goals, goals, 4, 5, and 6 were condensed to reflect new Goal 2.

Original GOAL from prior year LCAP:	Goal 5: All teachers will participate in Common Core State Standards and ELD Standards Professional Development.	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Students are instructed by teachers who participate in a district wide PD that focuses on the integration of the CCSS ELA/ELD frameworks.	Actual Annual Measurable Outcomes:	Most teachers in OUSD received instructional training in the state standards and ELD standards to increase student achievement. Students in K-12 received instruction from Highly Qualified Teachers that have participated in district wide professional development that integrated the common core state standards. Teachers used the ELA/ELD frameworks to guide their instruction and embodied a plethora of best practices particularly serving English Learners, Low Income and Foster youth students. The emphasis was placed on effectively serving English Learners with both designated and integrated ELD instruction utilizing research based strategies.

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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Curriculum (staff and program costs)	$3,249,789 BASE	Teachers received professional development in the transition to 21st century best practices with a focus on providing instruction through a balanced instruction design model. Teachers are using 21st century global competencies foci as a focus for global enduring understandings by each trimester. As units of design are completed, teachers design real, relevant performance based assessments, including but not limited to performance tasks. CCSS Transition teams aligned core "theory of action" with units of study and best practices that are focused on the site "focus area" in 21st century teaching and learning.	$3,249,789
Science Center Support (G5)	$27,290 BASE	Elementary teachers were provided access to 21st century units of study with a focus on Reading Standards for Informational Text (science). Units provided real-world, relevant, applicable lessons and activities that focused on the 8 engineering practices. Lessons and activities were designed in preparation for student transition to the NGSS.	$27,290
Scope of service: LEA wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All school sites _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Teachers participated in various professional development throughout the year in aligning their instruction to 21st century teaching and learning. Technology was increasingly used in the classroom. The LCAP survey indicated a need for additional training for teachers and students on the use of technology integrated into daily lessons.

Original GOAL from prior year LCAP:	Goal 5: All teachers will participate in Common Core State Standards and ELD Standards Professional Development.			Related State and/or Local Priorities: 1__ 2_x_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	LEA wide		
	Applicable Pupil Subgroups:	EL students		
Expected Annual Measurable Outcomes:	Students will be taught by teachers who have received an overview training on 2012 English Language Development Standards.		Actual Annual Measurable Outcomes:	All teachers in OUSD received instructional training that supports increased student achievement, including such topics as the state standards, ELD standards, and strategies to increase success of EL, low income and foster youth students. In addition, teacher leaders have participated in full day professional development trainings, aligning best practices and ELD standards with the school site Theory of Action. All elementary teachers and secondary ELD teachers have been trained on the California ELD standards, ELA/ELD framework and strategies to increase English learner success.

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LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development on English Language Development and support staff to increase English Learners attainment of English proficiency and mastery of all subjects Professional development training options for teachers in core content areas		$122,944 Common Core	Four English Learner Instructional Specialists and Coordinator, English Learner Services have provided Professional Development and support to all school sites. Professional development includes the following trainings: (1) 2012 ELD standards; (2) all school site Transition Teams were trained on academic communication, brain research, language acquisition, and strategies to increase student achievement; (3) small group instruction; (4) designated and integrated ELD; (5) for content area teachers supporting English learners in core content classes; (6) strategies for providing equal access to English learners to increase their academic success; (7) for RTI teachers to support small group ELD; (8) CELDT and EL data analysis; (9) strategies for English learner success in CAHSEE prep classes; (10) for Academic Language mentors; (11) for Title I Resource Teachers; (12) for all low incidence schools 2nd-5th grade teachers on integrated and designated ELD; (13) for all secondary ELD teachers on strategies, ELD standards, integrated and designated ELD and ELD curriculum; (14) for EL Advisors on SBAC designated supports, data management system, and data analysis; and (15) for GLAD site facilitators. EL training for secondary core content teachers (English, math, history, and science) was begun and provided the opportunity to connect state academic content standards and English Language Development Standards, including strategies to increase EL student success.	$54,392 $68,552
Scope of service:	LEA wide		Scope of service:	All schools
__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This year, as schools designed a 21st century Theory of Action that focused on the work from Teacher Rounds and Instructional Rounds, every site designed a statement that focused on 21st Century academic communication. This included communication that was verbal, oral and tech enhanced (CDE, 2012). As sites designed their Theory of Action, a focus on communication was built to ensure that the essential elements of Integrated ELD was applied and observed through Teacher Rounds (learning walks). As a result of the EL teacher trainings and Theory of Action learning walks, it remains highly critical that ELD is a continuous topic for additional training and awareness for all teachers, not just ELD teachers. The district will continue to take action to deepen the focus of Theory of Action and increased academic communication. Using a Theory of Action will continue to direct ones behaviors in any situation (Argyris & Schon, 1974). Additionally, learning walks are instrumental in detecting and eliminating errors (Argyris & Schon, 1978). A focus on these two design models with the ELD and state standards remaining as an integral component of the Theory of Action will ensure student achievement is accelerated with the integration of understanding the state ELA/ELD standards and framework through on-going professional development, planning, teaching and reflecting on instructional pedagogical practice. A multitude of professional development were offered to teachers at elementary, middle and high school level. Teachers provided feedback suggesting need for additional planning time and workshops in integrating technology and developing unit designs that integrate research based strategies to improve English Learners and Low Income students. District will continue to offer additional ELA/ELD standards and framework professional development next school year at all levels.

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Students will have increased access to supplemental materials, such as non-fiction texts and computer based instructional programs.	Actual Annual Measurable Outcomes:	Orange Unified School District developed and implemented supplemental services and materials that are aligned with state standards in all subject areas. Utilizing the design of 21st century units of study, classroom teachers provided students access to text and supplemental materials that align to the state standards. Teachers selected text based on state criteria and best practices particularly for online digital text and media sources that are used in the units of study.

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LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase support and services to ensure academic success in Science, English Language Arts, math, Professional learning Communities and Visual Performing Arts (G6)		$1,346,486 BASE $85,145 Supplemental	Purchase of supplemental materials to support 50 high school science teachers transition to disciplinary literacy standards in the CCSS took place. Middle school math teachers attended professional development training in the state academic standards, high school and middle school department math chairs met to discuss and reflect on the implementation of the CCSS, collaborated and planned with local stakeholders on the design of the Visual and Performing Arts program. Increased services to ensure academic success in the implementation of the ELA and Math State Standards and in the Secondary area of Disciplinary Literacy in the Sciences and STEM learning also took place. At the elementary level, five new RtI^2 (Response to Instruction and Intervention) teachers supported 10 schools in differentiated instruction and RtI^2, with a focus on meeting the needs of English learners.	$1,346,486 $85,145
Increase outside professional development services and resources to ensure academic success		$300,000 Common Core	Principals and teachers were trained on addressing the needs of their site's CCSS focus area and Theory of Action. Training topics addressed the state standards, 21st century teaching and learning, the collaboration cycle, best first instruction, access to digital tools and resources and mindset/brain-based research.	$300,000
Scope of service:	LEA wide		Scope of service:	All schools
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	To be ready for college and career, workforce training and life in a technological society, integrated learning that is real, relevant and applicable is essential. The ability to utilize effective communication skills (via Theory of Action) and integrate STEM related learning in units of study will ensure that students have access to learning via an Interdisciplinary Approach. The state standards call for a special emphasis for every student to access informational literacy. The 2009 reading framework from NAEP showed a high and increasing proportion of informational text on its assessment as students advance through the grades. Best research based practices, such as RtI^2 will ensure that when provided with scaffolds and differentiated support, students will be able to access complex text and achieve grade level standards. Past practices will ensure that OUSD will provide students with differentiated opportunities to engage learners to access disciplinary text in the 21st century. Purchase of various supplemental materials and trainings took place to transition all schools to a 21st century learning environment. District will continue to purchase supplemental materials and offer interventions that will help students be ready for college and career.

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	EL

Expected Annual Measurable Outcomes:	Students with diverse needs will be taught by teachers supported by additional Academic language support staff and instructional specialist.	Actual Annual Measurable Outcomes:	English learner Instructional Specialists and Academic Language Mentors provided training and support which included planning, team teaching and reflection to teachers in order to increase English learners academic language and achievement. Title I schools were staffed with instructional specialists to assist with transitioning classrooms to 21st century learning environments where communication, collaboration, creativity and critical thinking was embedded in students' learning daily.

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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide ELD Services to improve student achievement for English Learners (Program and service cost)	$370,143 MOE-Supplemental	Four EL Instructional Specialists, Coordinator- English Learner Services, and Coordinator - Learning Support Services, provided ongoing support to school sites to increase achievement of English learners and ensure that English learners were appropriately placed in classes and receiving equal access to core curriculum. Teachers of ELD were trained in the ELD standards, ELA/ELD framework, and strategies to increase English learner success. Training also began for content area teachers at the secondary level to incorporate strategies to increase the achievement of English learners. AL Mentors provided support and training at each high school (including Richland) and 2 Middle Schools (Portola and Yorba). They used their 2 AL Mentor sections for coaching and resource support for staff and administration to increase English learners' language acquisition and achievement in core content areas. Specifically they focused on developing academic language for English learners through district initiatives. They planned, team taught, and reflected with teachers regularly. They also met with the principal one time per month to plan how to increase the academic language of English learners.	$370,143
Scope of service: LEA wide __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All schools __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Teachers remain at the core of academic success for English Language Learners. Our schools must be fully prepared to support teachers in order to change the effects of over ten years of high structured, narrowly focused reading and math curricula (Olsen, 2010, Gandara & Rumberger, 2009). Because many ELs have historically been foreclosed from a comprehensive curriculum of high-quality content such as science, social science and the arts, OUSD is committed to providing essential elements of effective practice that will need to be incorporated into an English Learners' schooling experience. These practices are more access and equity in all courses, effective practices (Hattie, 2006) that will yield high levels of student achievement, and a deeper understanding of the sociocultural and language demands that are unique for English Learners. Professional development, support and resources will continued to be provided to staff, especially focused on core content area teachers. Based on teachers' feedback at ELD trainings, English Learner Services Department will continue to roll out professional development on the ELA/ELD framework next school year. Instructional specialists will continue to provide school site support while the Director and Coordinator will visit schools and monitor student progress to ensure English Learners are showing growth throughout the year and being taught using research based strategies such as GLAD during designated and integrated ELD. Instructional planning and support to principals will be included during the school site visits.

Original GOAL from prior year LCAP:	Goal 7: Increase Career Technical Education (CTE) resources and student participation in CTE and Science, Technology, Engineering, Arts and mathematics (STEAM) courses.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Elementary/Middle school students will engage in STEAM related activities that facilitate discovery, problem solving and creative thinking	Actual Annual Measurable Outcomes:	Orange Unified School District implemented STEAM curriculum that facilitated discovery, problem solving and generated creative thinking. Across the district, teachers participated in designing and launching real-world, 21st century STEM/STEAM lessons. OUSD increased access to more science courses, demonstrations and competitions that will exhibit the highest levels of student discovery and innovation in STEM/STEAM related activities. At the secondary level, students began to participate in numerous STEAM related activities that have developed their connection to the arts and sciences. In addition, students were provided increased access to CTE courses, core science courses, graphic designs and integrated technology. Teachers were provided opportunities for students to engage in inquiry based science lessons and project-based learning.

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LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Increase Career and Technical Education sections and resources		$540,000 CTE Grant/CTE Enhancement	The number of students who participated in CTE courses increased by 36% with 1814 more students enrolled. Pathways were expanded at all secondary sites to include as many opportunities in STEAM and CTE. Also, CTE/STEM resources, including teacher preparation, collaboration, planning and training to ensure materials and resources were effectively implemented to increase student engagement and learning.		$543,134
Scope of service:	LEA Wide		Scope of service:	All schools	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In order to ensure that students enjoy the maximum opportunity of high school, OUSD is committed to providing all learners with a rich 21st century course of study that incorporates multiple pathways that satisfy the needs of many learners. To ensure that 21st century technology and instructional innovation are at the forefront for each learner, OUSD is committed to designing a model in the future that provides more students access to core programs that are STEAM driven and additionally satisfy the requirements of A-G courses. However, based on actions completed and reflective study, it is necessary in the future to strongly link industry experts with teachers to improve their competence in curriculum teaching and establish mechanisms of support, and introduce new ideas (Little, 1993). Core content teachers will be provided opportunities to collaborate with CTE and ROP teachers to begin the blending and sharing of best practices that are aligned to the 8 engineering practices. CTE future course offerings will be in alignment with OCDE's high-skill, high need and high paying job sectors in Orange County. Students will also have additional opportunities in the future to select pathways courses that are aligned to their goals; including student internships and teacher externships. Additional funding was budgeted for the next school year to expand CTE/STEAM, AVID, and other college and career opportunities for students. Goals for the next school year was revised in an effort to minimize redundancy and to establish more precise LCAP goals, where goals 7 and 8 were condensed to reflect new Goal 3. In addition, Goal 11 was determined to be an annual measurable outcome rather than an overarching goal.				

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Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	EL, LI, FY

Expected Annual Measurable Outcomes:	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 (ERWC), A-G courses and CTE courses. Increase by 1% the number of students enrolled in CTE, AVID, GATE, Honors, AP, IB, A-G Courses, ERWC, CTE and STEAM courses	Actual Annual Measurable Outcomes:	Orange Unified School District increased opportunities for students to access courses that will assist them as they prepare for college and career. For example, the number of course offerings in CTE, AVID, GATE, Honors, AP, IB, and A-G increased by 5%. Additionally, students increased access in AP sciences such as AP Chemistry and AP Environmental Science. Students were encouraged to take a 3rd year of math to increase their college and career readiness. In the Middle schools, a new ERWC course was piloted to increase English learner, low income, and foster youth students' competency in expository reading and writing. Each comprehensive high school had a section of ERWC focused on English learner, low income, and foster youth students. Overall, CTE course enrollment has increased 36%. Foster Youth Coordinator tracked the attendance and achievement of Foster Youth students. The Coordinator also facilitated school team meetings to address academic, attendance, and behavioral concerns. Formal interventions were gauged and implemented as appropriate.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase sections of Expository Reading and Writing (ERWC) with reduced class size at secondary schools	$72,000 Supplemental	Each comprehensive high school and one middle school had sections of ERWC to support college and career readiness and expose students to non-fiction text. The ERWC courses focused on EL, low Income, and Foster Youth students have increased from 1 last year to 5 this year (one at each comprehensive high school and one at Cerro Villa MS)	$68,000

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Scope of service:	LEA wide		Scope of service:	All schools	
__ALL			__ALL		
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	OUSD is committed to increasing course access to a variety of courses and expanding the current AVID program for all students. Currently, there is a gap in continuing education between minority and non-minority students. National Center for Education Statistics (2006) reported that minorities make up only 30% of students who enrolled in a degree-granting institution. By expanding the AVID program in the future, this will ensure that students will be better prepared for college and career. The program has been linked to enhanced bonds between students and teachers (Fashola & Slavin, 1998), elevated status and self-esteem of students (Fashola & Slavin, 1998), and positive perceptions of parents and caregivers (Oswald, 2002). Of all the 20,000 AVID students, 93% go on to college (Gomez, 2001). Additionally, course offerings will be more explicitly explained to both parents and students including the benefits of enrolling in challenging and difficult course work (in more increased AP courses). ERWC courses were added to secondary schools to ensure students are ready for the reading and writing demands of college courses. Additional resources and materials were purchased in transforming secondary schools to 21st century learning environments. GATE teachers attended various trainings to meet the needs of our gifted and talented students in enhancing their learning experience in schools while teachers of English Learners were provided trainings on research based strategies through the support English Learner Instructional Specialists district-wide and new RtI^2 teachers at non Title I Schools. Additional intervention programs and services will continue to be added next school year. Further, the Office of Student and Community Services continued to track attendance and student achievement of our Foster Youth students, where their teachers were offered training and parents met quarterly to support their child's learning. Additional teacher trainings for teachers of Foster Youth students will continue to take place next school year.

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Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Increase student competency in ELA, Math and Science by 1%	Actual Annual Measurable Outcomes:	By using various state and local academic measures, OUSD students demonstrated growth. Student competency in ELA, Math and Science increased by 1% as measured by Dibels/SRI, End of Year/Topic tests Envision Math, and the CST science results. The CST science results were as follows: The 5th grade Science CST test results were 70% students proficient and advanced in 2012-2013 and 71% proficient and advanced in 2013-2014; thus a +1% increase in student competency between the last two school years. The 8th grade Science CST test results were 79% students proficient and advanced in 2012-2013 and 80% proficient and advanced in 2013-2014; thus a +1% increase in student competency between the last two school years. The 11th grade Science CST test results were 68% students proficient and advanced in 2013-2014 and 68% proficient and advanced in 2013-2014; thus a +0% increase in student competency between the last two school years.

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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Elementary Education & Secondary Education Services staff and program	$114,974,941 BASE	The elementary and secondary school program encompasses a wide variety of services, staff and educational programs. There was an increase in the number of teachers hired, support staff and additional instructional programs.	$114,974,941
High School Office Support	$190,400 BASE	4 Additional secretaries were hired that provided support to the high schools and increased school connectedness for EL's, low income and foster youth.	$190,400
Increase technology services and monitoring progress	$100,000 BASE	Technology Services hired an additional (7) staff members and created a new helpdesk process to increase technical support services to the district's staff and students. The additional staffing directly addressed site, Student Information Systems (SIS), and Business Systems (QSS) technical issues. Through increased staffing and a new issue tracking system, a projected 10,500 trouble tickets will be resolved by the end-of-year. Our current ticketing system in less than a year of operation has exceeded the total number of support tickets completed by the previous system throughout its years of service.	$100,000

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Accountability & Engagement support and services along with intervention support for schools		$946,780 Supplemental	Five Response to Instruction and Intervention (RtI^2) teachers were hired to assist the following schools with RtI^2 implementation- Anaheim Hills, Canyon Rim, Crescent, Imperial, McPherson, Nohl Canyon, Olive, Panorama, Running Springs, and Serrano. RtI^2 Teachers have been assisting schools with the following: (1) Assisting classroom teachers in developing small group interventions and differentiated groups based on student data; (2) Providing modeling and support for classroom teachers to implement RtI^2, including small group instruction, data analysis, selection of supplemental materials and appropriate strategies, and designated ELD in their classrooms; (3) Monitoring of various assessments that impact instruction including, but not limited to, universal screening, summative, progress monitoring and diagnostic data; (4) Assisting teachers in collecting and using data to drive instruction; (5) Assisting in creating positive school climate; (6) Attending professional training on content and teaching procedures; (7) Serving as a member of the school's Instructional Leadership Team and being a part of CAST meetings. The remaining amounts were used to purchase additional supplemental materials to improve English Learners and Low Income students.	$946,780
Scope of service:	LEA wide		Scope of service:	All schools	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In order for OUSD to continually ensure that all students are equipped for success in an increasingly knowledge-based, diverse, global society, teachers must be prepared in teaching the content standards in the 21st century, including the skills that students must learn both within and across the disciplines with differentiated support. In OUSD, our schools continue to implement Response to Instruction and Intervention (RtI^2) at all school sites in meeting diverse learner's needs. Furthermore, student progress will continue to be monitored throughout the year and interventions/programs during and afterschool will be offered to struggling students which is in alignment with our LCAP survey results. There was a high demand for tutoring at schools, as well as enrichment programs. Also, in an effort to minimize redundancy and to establish more precise LCAP goals, goals 9 and 15 were condensed to reflect new Goal 4. In addition, goal 10 was determined to be an annual measurable outcome rather than an overarching goal.

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	EL, LI, FY

Expected Annual Measurable Outcomes:	Students will have increased access to co-taught (special education/core content teacher co-teach) core academic classes (2 additional sections) Increased number of students will achieve English Proficiency by meeting state goals-Annual measurable Achievement Objective 1 and 2 and reclassifying, so they can take a broader course of study by 1%	Actual Annual Measurable Outcomes:	Orange Unified School District supported research based practices for all students including students with disabilities and English Learners. OUSD continued to meet and exceeded AMAO 1 and 2 targets in 2013-2014. 65.6% of English learners showed one level of growth as measured by the CELDT (AMAO 1). 33.5% of English learners who have been in the program less than 5 years and 58.6% of English learners who have been in the program 5 years or more achieved the English proficient level as measured by the CELDT (AMAO 2).AMAO 1 and 2 both showed an increase over the previous year. In 2013-14, OUSD reclassified 13.1% of English Learners to Fluent English Proficient status, which was higher than county and state reclassification percentages. Furthermore, teachers of English learners were provided materials, training, and support in order to increase the success of English learners in core content courses. OUSD Special Education Department also increased student access by offering additional co-teaching classrooms (special education/core content teacher co-teach): 9 elementary, 15 secondary; 24 teams trained this year with a total of 6 training days. In addition, OUSD expanded their online materials and instruction. With the addition of 1200 wireless access points and 450 network switches; All sites now have full saturation of wireless network signal throughout campus. Students are no longer limited to specific areas of campus to access online programs or materials. Internet speeds have also increased from 5 to 10 times depending on school level.

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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
SAT and ACT waivers for high schools	$97,000 Supplemental	Student AP/IB waivers were paid for students who were low income, English Language Learners and Foster Youth. This increased the opportunity for students to take AP tests. The number of tests taken by students increased by 14% for both the AP/IB programs	$97,000
Language Assessment Center program and service costs	$864,647 Supplemental	Language Assessment Center provided English learner support to school sites, including research of English language proficiency, materials for use with English learners, data analysis, and training.	$864,647
School site allocation to improve student learning for English Learners, Low Income and Foster Youth pupils and indirect costs	$3,762,006 Supplemental	School sites purchased supplemental materials, services and research based programs to increase the achievement of ELs, low income, and foster youth students. Teachers also attended conferences focusing on increasing learning for English Learners, Low Income and Foster Youth students throughout the year. Technology devices and programs were purchased for classrooms serving English Learners, Low Income and Foster Youth students.	$3,762,006
Scope of service: LEA wide __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All schools __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Given the unique needs of English learners, Low Income, Foster Youth, and students with disabilities, OUSD will continue to provide professional development, services, and support to meet the needs of these students. Students with disabilities are still a critical group of students that need further exploration in addressing their learning needs, especially when combined with being an English Language Learner. In honoring the diverse learning needs of every student, colleges can make a number of accommodations for these students, some of which can be transferred into high schools, such as extended testing periods, instructor provided notes, and adaptive equipment and technology. According to a report from the National Center on Learning Disabled (2014), about 41 percent of students with disabilities complete college as compared to 52 percent of the general population. In order to increase both access and similar resources that are available to college students with disabilities, the following actions will be considered for students with disabilities (amongst other learners as well): Online education is one of the benefits that allow students to work at their own pace, read materials with appropriate font size, watch videos and lectures as needed. This is beneficial for students with physical disabilities as it makes the learning more accessible, especially when needing access to voice-text software; Co-teaching in the inclusive classroom is a key program that has enabled students to better engage with typical peers in core content classrooms. Co-teaching has proven its success when teachers continue to self select and design courses that will meet the needs of at least 10% of the students with disabilities population: inclusive learning model. For these reasons, OUSD plans to expand co-teaching program next school year and will ensure all materials, resources, and services for English Learners, Low Income and Foster Youth students will be provided to enhance their education.

Original GOAL from prior year LCAP:	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.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA wide Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	Increase student access to extended day/after school academic program for intervention support by 1%.	Actual Annual Measurable Outcomes:	Orange Unified School District has increased access to various intervention programs that provide academic support, credit recovery, and online learning that would serve to benefit English Learners, Low Income students, and Foster Youth. In addition, OUSD has also provided school sites with more substitute coverage to increase CAST meetings, which have helped in appropriately identifying students who need Special Education services. Students who are identified as English Learners have been provided with Formative and Summative assessments to assist in determining their process towards English proficiency. Technology services has also increased staff and services to meet the demand of school sites technical needs.

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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Educational Technology & Information Services (staff and program costs)	$3,365,126 BASE	Technology services increased staffing for general, Student Information System (SIS), and business systems (QSS) technical support. 5 Technology Support Specialists and 3 Information Systems Specialists expanded the districts capacity to respond to technical issues at the school and supporting sites.	$3,365,126
Special Programs (English Language Development testing)	$37,325 BASE	All students classified as English learners were assessed using the CELDT (California English Language Development Test), during the annual assessment window (July 1 - October 31). All students new to a California public school with a home language other than English were given an initial CELDT assessment. English learners also have been administered a beginning of the year pretest, using the district adopted ELD curriculum and are assessed throughout the year using formative assessments.	$37,325
Student access to intervention and academic support services (credit recovery, summer school, CAHSEE support)	$620,000 Supplemental	All secondary students who are need of academic support are placed in an academic support class. There are 7 CAHSEE intervention sections at each HS to support students who have not passed the CAHSEE. The English learner department provided training and support to teachers of these CAHSEE intervention sections to help increase EL success on the CAHSEE. There are several credit recovery classes offered in grades 6-12 to support students who are credit deficient. Planning for summer school begun in January 2015. The appropriate software for credit recovery and online learning (APEX) was identified.	$661,221

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Elementary Collaborative Academic Support Team (CAST) meetings to monitor student progress and plan necessary student interventions/ sub costs		$50,000 Supplemental	All elementary schools held CAST meetings to monitor student progress and plan interventions for the needs of their students. Substitutes were utilized to allow participation of homeroom teachers in CAST meetings.		$36,000
College and career courses, intervention programs and specialized program resources and services (Online academic intervention, AVID)		$120,000 Supplemental	Access to college career courses, intervention programs and specialized programs and resources were increased. Further, Principals have attended leadership training and 21st century teaching and learning opportunities in a variety of settings so they can support this increase in 21st century course offerings.		$120,000
Scope of service:	LEA wide		Scope of service:	All schools	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	OUSD schools provided extended day programs and interventions to meet the needs of all students. In our continuing efforts to provide 21st century skills to our students, a Spanish Dual Immersion Program will begin in 2015-16 school year. This is an addition to our current Mandarin Dual Immersion Program. Also, OUSD will continue to increase course offerings next year to ensure students graduate college and career ready. Additional sections of CAHSEE support, academic intervention and ERWC will be added to further promote literacy in secondary education. Students in Extended day programs along with interventions will continue to be monitored to help in determining student's progress.

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	EL, LI, FY

Expected Annual Measurable Outcomes:	Increased student access to extended day/afterschool academic program for intervention support by 1%	Actual Annual Measurable Outcomes:	OUSD has piloted and expanded several programs to help increase access to Extended Day programs and interventions. Additionally, Professional Development was provided to some secondary teachers, centered around integrated and designated ELD to increase EL student achievement and build capacity in the district with regards to English Learners. OUSD also expanded their preschool classes as a way to increase student preparation for Kindergarten.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
English Learners Intervention Math program for students during school year and summer	$25,000 Supplemental	Do the Math supplemental program was piloted at Lampson Elementary and online assessment will be purchased to monitor students' progress for especially English Learners. Think Through Math was piloted at El Modena, Orange High School, McPherson, and Yorba to increase the success of English learners in secondary math.	$25,000
Expand preschool programs to help students become better prepared for school	$49,594 Supplemental	The expansion of six half day preschool classes was implemented this school year. A Preschool Secretary was hired to support the program.	$29,000

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Increase integrated English language Development support at secondary schools		$80,000 Supplemental	Several secondary teachers participated in professional development that emphasized integrated ELD and supported ELD instruction across the curriculum. This included both ELD teachers and core content teachers. EL Instructional Specialists, Coordinator, English Learner Services, and Coordinator, Learning Support Services, trained, team taught, co-planned, and supported teachers and administrators with successfully implementing integrated English Language Development support. Further, through the quarterly meetings with Academic Language (AL) Mentors, professional development on integrating EL strategies in all content subjects were presented by ELD Instructional specialists and Coordinators. AL Mentors then supported teachers at their site in integrating strategies to increase achievement of ELs. At the elementary level, literacy learning is supported through the universal screening and progress monitoring of DIBELS Next. The literacy and comprehension skills are supported for learners through a differentiated support model for high school learners through the access and on-going use of Shmoop which provides customized learner needs and support.	$80,000
Scope of service:	LEA wide		Scope of service:	All schools	
__ALL OR: _x_Low Income pupils x__English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the fact that many of the extended day programs and interventions require the implementation of the essential components of RtI^2 (screening, progress monitoring, data-based decision making, and a multi-level prevention system), OUSD will move towards increasing staff training in this area. OUSD has grown successful systematic designs in Reading Language Arts. However, in the area of Mathematics RtI^2 is an area of growth. As a result of this year's actions and with the implementation of the State Standards, OUSD will be providing sites with RtI^2 practices in math in 15-16 school year. The goal of RtI^2 is the help every student access the grade level standards in a very strong and effective core program that is standards based, data driven, and responsive to all students' needs. This includes meeting the needs of the most intensive students and the needs of the accelerated learner.

Original GOAL from prior year LCAP:	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.			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	LEA wide		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	Increase by 1% the number of students in AVID, GATE, Honors, AP, IB, ERWC, A-G courses, CTE and STEAM courses		Actual Annual Measurable Outcomes:	Orange Unified School District has increased their enrollment numbers in grades 7-12 in the following courses: GATE, Honors, AP, IB, ERWC, A-G courses and CTE. Additional courses were added to support student interest in the above programs.

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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
GATE (Program and material costs)	$30,000 BASE	Professional development has been provided along with resources for GATE teachers certification, training, and tools to engage learners in 21st century teaching and learning	$30,000
Materials, services and program cost for college and career programs (PSAT, IB Program)	$68,000 Supplemental	Schools leadership, AP teachers and counselors have met with Equal Opportunity Schools coordinator over the course of 3 site visits. Interviews with staff have been conducted to evaluate the quality of the AP program. Student profile cards were created for each student surveyed to identify students who have AP potential and readiness. OUSD provided the PSAT for grade 10 students. All 10th grade students (2230) participated in testing on October 15. OUSD paid for all test takers to increase opportunity. IB course access was increased by 1 course. A teacher was assigned an IB support hour to monitor, support and increase the IB program and the students it serves.	$122,652
Scope of service: LEA wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goal will be to increase the number of students in rigorous courses. School goals will aim towards equity-focused opportunities for every learner. Future actions will ensure underrepresented groups will have increasing access to these courses. Additional AP sections and academic support courses will be added to the curriculum to further increase their opportunities.

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	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.	Actual Annual Measurable Outcomes:	Orange Unified School District increased parent involvement and input by providing a district wide LCAP survey to all parents, staff and community members. The LCAP survey was provided via paper and pencil as well as online through the OUSD website. The LCAP survey was provided at various district meetings such as Curriculum Counsel, District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Education Technology Advisory Committee (ETAC), Foster Connections, Gifted and Talented Education (GATE) Community Advisory Committee, Special Education Community Advisory Committee, and the Superintendents Forum. The LCAP survey was also provided to parents at various school advisory committees such as School Site Council (SSC), English Learner Advisory Committee (ELAC), and the PTA as well as during school functions like back to school night, Open House and Parent Teacher Conferences. As a result, OUSD increased stakeholder input by over 3,500 responses for the 2014-2015 school year. A variety of parent workshops and trainings were also provided at the district as well as the school site. These trainings played a factor in the LCAP Stakeholder survey results that showed 72% of stakeholders agreed or strongly agreed that parent communication increased.

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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent trainings, workshops, activities (leadership, college and career, engagement/motivation and School Site Council trainings)	$4,000 Supplemental	Parent workshops and trainings were provided at the district as well as the school site. Some parent trainings included, but were not limited to: Online Class Parent Information Meeting, Introduction to Thinking Maps, Mindset, Math Strategies for Home, SBAC, English learner information, and various Special Education Meetings. Foster Youth parent meetings met to discuss topics and offer supports and services. Furthermore, OUSD in partnership with Santiago Canyon Community College provided English Classes for OUSD parents at several school sites (Yorba Middle, Taft Elementary, and Handy Elementary). Technology classes were also provided at the district office to increase parent awareness of OUSD school portals, including how to access student report cards and other helpful resources provided by the district. OUSD parents attended Orange Coast College's Parent Fair, which provided information to various community resources. The Mental Health Counselors provided the following supports and trainings to parents: Parent education (individual and group) on the importance of structure in the home follow through on rules and consequences in the home**,** Concept of Love and Logic (module training)**,** setting appropriate boundaries**,** warning signs of self-harm**,** effective communication provided in student engagement and behavioral strategies**,** support attendance and truancy through guidance and counseling, role as parent, understanding child development and family life cycle, building routines, effective communication, high risk behaviors and protective factors, positive motivation and discipline, parenting styles, co-parenting teams, home visits to support student engagement. Lastly, OUSD coordinated a school climate training through the San Diego State University Research Foundation (On behalf of California Parent Center). One full-day Family Engagement Training titled, *"Engaging All Families Through Welcoming Schools",* was offered to site and district administrative leadership at the beginning of the year to increase parent involvement and customer service. Additionally,4 elementary and 1 middle schools attended PTA School Smarts Facilitator Training in order to develop parent leadership skills and increase parent involvement on their campus. 2 schools piloted the School Smarts parent involvement program.	$4,000

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Scope of service:	LEA wide		Scope of service:	All schools	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The 2014-2015 OUSD Stakeholder Survey showed that 72% of those surveyed agreed or strongly agreed that OUSD increased parent communication between parents, teachers, and administrators. Similarly, 72% also agreed or strongly agreed that student-parent events were provided by the district. However, only 46% agreed or strongly agreed that college workshops and fairs were provided and 40% that parent classes and trainings were at various times in the a.m. and p.m. Therefore, a focus will be to increase college workshops and fairs and offer parent trainings in both the a.m. and p.m., while continuing to ensure that increased communication exists between parents, teachers and administrators. Also, given that OUSD is focused on increasing the academic achievement of English learner, low income, and foster youth students who face numerous challenges, it is therefore critical that OUSD continue to provide parents of these subgroups of students, strategies and tools that will enhance the learning of their students and assist them in becoming an active participant in their children's education. Various advisory committee meetings will continue, including DELAC meetings and other parent trainings where parents of English learners will receive training and support. Parent English classes provided by Santiago Canyon Community College will continue to be provided. The Foster Youth Coordinator will keep holding Foster Connections Meetings to support our foster parents and our Foster Youth. The expansion of the Foster Connections' meetings will vary the time of day to allow for increased parent participation at the meetings. Finally, in an effort to minimize redundancy and to establish more precise LCAP goals, goals 12 and 13 were condensed to reflect new Goal 5.

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Original GOAL from prior year LCAP:	Goal 13: Increase resources and services to improve parent involvement and decision-making practices at all schools.	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	EL, LI, FY

Expected Annual Measurable Outcomes:	Parents will have access to services that will enable active participation in their child's education as measured by district developed baseline survey	Actual Annual Measurable Outcomes:	Orange Unified School District has increased their Community Liaison positions at several sites and overall meetings this year to provide additional training in parent outreach.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase Community Liaison services at school sites	$0	Community Liaisons received training to increase their effectiveness at sites. Hours have increased for the community liaisons at Richland and Sycamore.	$17,000
Scope of service: LEA wide __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All schools __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	OUSD values the importance of home school connection. Therefore, community liaisons are an integral part of connecting parents to school events and services. Trainings will continue to take place to ensure community liaisons are as effective as they can be.

Original GOAL from prior year LCAP:	Goal 14: Increase pathways to college and career programs and provide resources and support systems to engage students in learning.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Students will be more engaged in their learning	Actual Annual Measurable Outcomes:	Orange Unified School District increased student engagement throughout the year. According to the LCAP Stakeholder Survey, 70% agree or strongly agree that OUSD provides interesting and engaging school curriculum with a real world application. At the secondary level, 21st century professional development for teachers has improved their instruction to create a more engaging learning environment. Counselors have attended trainings to learn how to best connect with students to improve attendance and student outcomes. Courses such as CTE, AP/IB, ERWC and AVID have increased school connectedness and engaged them in their learning. The expansion and implementation of the AVID program at the elementary level will help develop more engaged students with regards to their learning and increase pathways that lead to college and career. Students considered At risk such as Foster Youth or McKinney-Vento students were provided with additional support to increase graduation rate, where the Foster Youth Coordinator met with all high school teams to support and increase graduation rates for foster youth, found scholarship opportunities for these students, offered resources and services to parents, and offered counseling for college and career readiness including graduation requirements, A-G requirements, CTE Pathways and other vocational pursuits for students.

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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Special Education staff and program costs for Pupil Engagement	$54,550,806 BASE	Special Education staff engaged in a series of professional development trainings throughout the year that focused on preparing students for the 21st century: Strategies for engaging and instructing students with disabilities, universal design for learning, cycle of effective instruction, Mindset, technology, *Eliminating Barriers to Learning,* technology, writing goals aligned to the CCSS, social skills, classroom management and engagement Counselors/Psychologists/ Nurses: trainings to support student engagement and motivation, school safety and connectedness, support mental health needs of students; parent education/support, effective communication strategies, social skills.	$54,550,806
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	$199,000 Supplemental	Additional support and resources were provided and purchased to offer students opportunities to engage in student learning that elevates STEAM experiences that are hands on, relevant and real-world.	$160,591
Students have access to College and Career online program and counselors, software, secondary schools	$75,000 Supplemental	Naviance is a college and career program that was purchased for students grades 7-12 to provide access to college and career tools. Counselors have started training on the system and are in the infancy stages of implementation.	$73,947
Scope of service: LEA wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This year, actions were completed to increase 1) student and parent awareness in course offerings and 2) opportunities to participate in a rigorous sequence course of study that is critical in ensuring that all OUSD students leave fully prepared for college and career. Therefore additional efforts will be made to explicitly illustrate students' program options and opportunities aligned to the students' personal and professional interests. Four high school CTE pathway innovators will be added to further support CTE pathway development. In continuing to meet the needs of our unduplicated subgroup of students (English Learners, Low Income, and Foster Youth students), teachers will continue to participate in professional development that will guide them in meeting our diverse students' needs. Teachers of English Learners will continue to implement research based strategies such as GLAD to enhance their instruction during their designated and integrated ELD instructional time. Foster Youth Coordinator will continue to meet with Foster Youth students, teachers and parents in providing resources and services to them. Also, in an effort to minimize redundancy and to establish more precise LCAP goals, goals 14 and 15 were condensed to reflect new Goal 6. In addition, goal 16 and 17 were determined to be annual measurable outcomes rather than over arching goals.

Original GOAL from prior year LCAP:	Goal 15: Increase student engagement through use of technology and digital literacy.			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	LEA wide		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	Students will engage weekly with technology.		Actual Annual Measurable Outcomes:	Orange Unified School District has increased their efforts in providing students more access to technology and digital literacy. According to our Technology Service Inventory, the number of devices purchased increased across all school sites. The Technology Services Department purchased two carts of devices for school use this year. This is a 200% increase. At the Elementary level, students engaged with technology at a minimum of once a week either in the classroom or via a computer lab. Students at the Secondary level had their access to devices increase as well. Students at the Secondary level engaged with technology at least once a week either in the classroom or through distance learning.

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LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Technology professional development programs and resources for teachers and students		$309,500 Supplemental	Educational Technology implemented the Overdrive ebook resource site this year. This site provided teachers and students with access to approximately 1,500 ebooks. Professional development and support was also provided to help teachers integrate technology into instruction to support student learning and development of 21st century skills.		$309,500
Scope of service:	LEA wide		Scope of service:	All schools	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Digital learning and digital literacy for 21st century students is a key ingredient in assuring all stakeholders that students are fully prepared for college and career. Therefore students will have multiple and expanded opportunities to engage in learning through various media and formats that are in alignments with the state standards. Teachers will continue to receive professional development and support to integrate technology and 21st century teaching and learning into their daily instruction.			

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Original GOAL from prior year LCAP:	Goal 16: Increase student attendance and decrease chronic truancies and absenteeism.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Student attendance will meet or exceed attendance rate from previous year.	Actual Annual Measurable Outcomes:	Department of Student and Community Services, Foster Youth Coordinator met regularly with school teams and social services to implement motivational strategies to improve attendance. In an effort to increase school attendance, transportation was arranged for McKinney-Vento students. Despite the effort, attendance rates are down 0.0116% with only 77 school days left this school year.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Student Community Services, Career Tech Education, Counselors (staff and program costs)	$6,378,841 BASE	Student Community Services diligently monitored student attendance, truancies and absenteeism throughout the year. The Administrative Director, Coordinators and the Senior Staff Clerk regularly ran the appropriate attendance reports, communicated with school sites regarding students with attendance concerns and made home visits when prudent. SCS has worked with each school site to maintain attendance within .016% of last year's mark of over 96.1%, one of the highest attendance in the entire state. The SCS Administrative Director and the Coordinators have held regular meetings and trainings with the Principals and Assistant Principals to maintain attendance as a primary focus. In an effort to stay abreast current attendance rates and strategies to improve attendance rates, SCS sponsored the annual COMP STAT meeting in February.	6,378,841

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School Community Services additional support		$10,256 Supplemental	Orange Unified School District continued to communicate the importance of school attendance and the effects chronic absenteeism can have on student achievement through various modes of communication, including school meetings and events.		$10,256
Scope of service:	LEA wide		Scope of service:	All schools	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In addition to attendance, truancies and absenteeism data, OUSD analyzed suspension and expulsion data to further improve student learning. In order to lower the number of students suspended and expelled, OUSD will continue to expand and support PBIS programs districtwide. Further, Student and Community Services will continue to meet with school teams and social services to implement motivational strategies to improve attendance. Transportation will continue to be arranged for McKinney-Vento students to increase school attendance. The SCS Administrative Director and the SCS Coordinators will continue to hold regular meetings and trainings with the Principals and Assistant Principals to maintain attendance as a primary focus.

Original GOAL from prior year LCAP:	Goal 17: Increase graduation rate and reduce dropout rate (8-12th grades).	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	All students

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Expected Annual Measurable Outcomes:	Graduation rate will increase by 0.25% from the previous year.	Actual Annual Measurable Outcomes:	Orange Unified School district ensured that all students were provided with opportunities to meet graduation requirements, with a focus on English Learner, Low Income and Foster Youth students. The Foster Youth Coordinator attended all meetings at the county office to gain additional resources to offer students and parents. Currently, we are serving 262 McKinney-Vento students and 132 Foster Youth students. At the school site level, strategies and interventions were implemented to enable students to increase attendance, excel academically and get involved in school activities, both co-curricular and extra-curricular. The SCS Coordinator trained and facilitated the development of necessary interventions to keep students on the path to graduation. Our Information and Educational Technology Department gathered and provided the data for Graduation and Dropout rates to all sites to assist with planning and intervention. The Graduation and Dropout rate was tracked using the data in Calpads report 1.6 and 1.9. Using the data generated from Calpads, the Graduation Rate decreased 1.9% from the 2012-2013 school year to the 2013-2014 school year. The Dropout Rate increased 1.2% from the 2012-2013 school year to the 2013-2014 school year.

LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Increase pupil engagement through expanding Community Day School capacity and Plasco attendance monitoring system at secondary schools		$118,984 Supplemental	PLASCO track system was purchased to assist secondary schools in monitoring truancy and attendance in order to increase both rates. The high schools added HERO Track to support the tracking of students in Aeries.net. One additional section was added to Community Day School to increase the opportunity for students to attend CDS as an intervention.		$40,000
Scope of service:	Secondary schools		Scope of service:	All secondary schools	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The research is clear that early intervention drives graduation success. Therefore, the earlier a struggling student is identified, ideally before a student enters high school, the better chances in shifting their odds for success. Therefore, middle schools need additional targeted support that provides more and frequent access to academic and social services needed. Additionally, there's a need to increase all students' motivation, excitement and vision of possibilities beyond high school, especially for underrepresented students. A counselor on special assignment will be added to support secondary students and increase access to college and career opportunities. Student and Community Services plays a key role in assisting in curtailing absenteeism and reducing truancy, therefore SCS Coordinator will continue to meet with students, parents and school teams to put into place interventions for identified students, including homeless students, to increase their likelihood of graduating from high school. Professional Development for school staff will continue to provide trainings for staff to implement strategies and interventions to enable students to increase attendance, excel academically and get involved in school activities, both co-curricular and extra-curricular.

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Original GOAL from prior year LCAP:	Goal 18: Increase resources and services to pupils, parents and teachers to provide a sense of safety, school connectedness and increased student motivation.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Students, parents, and staff will provide feedback on school safety, connectedness and motivation.	Actual Annual Measurable Outcomes:	In order to obtain feedback on school safety, connectedness, and motivation, the LCAP stakeholder survey was given to staff, parents, and students in grades 6-12. Students in grades 4-5 took the California Healthy Kids Survey, and the Special Programs and Accountability department held student focus groups to gain input from students in grades K-3. LCAP stakeholder survey results showed that 76% or higher of participants agreed or strongly agreed with the following statements: there is an adult on campus who really cares about me (or my child), who listens when I (or my child) has something to say, who gives me (or my child) positive reinforcement, and who believes that I (or my child) will be a success. The California Healthy Kids Survey of 4th and 5th grade students showed that only 2-3% of students felt a low sense of school connectedness. All students surveyed in the K-3 focus groups felt connected to their schools and safe.

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LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Equity and Diversity (jointly administered by Special Education (Mental Health) and BTSA) Structured trainings providing teachers/Administrators with skills to manage a 21st century class that ensures intellectually, emotionally, physically and socially safe learning environments		$36,900 Supplemental	Counselors/Psychologists/Nurses provided staff trainings on anxiety disorders, social skills, Eliminating Barriers to learning, engagement strategies, school safety and connectedness, warning signs of self-harm, coping strategies, motivations, discipline, and how to increase student attendance through counseling Counselors have attended multiple PD opportunities, at the county, University of California and California State University. Trainings have emphasized college and career readiness & planning as well as the health and wellness of students. Counselors have been trained in the Naviance college and career program to increase college awareness grades 7-12.	$31,000
California Healthy Kids Survey (CHKS) will be given to students to obtain their input on engagement and school climate		$8,000 Supplemental	4th and 5th grade students took the CHKS survey to obtain their input on engagement and school climate. 6th through 12th grade students completed the LCAP survey.	$3,500
Professional development on Positive Behavior Intervention Systems (PBIS)		$10,000 Supplemental	3 elementary schools and 2 middle schools received PBIS training through the OCDE. PBIS teams continue to receive ongoing training and support to improve school climate and culture.	$10,000
Scope of service:	LEA wide		Scope of service:	All schools
_x_ ALL			_x_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Survey results show that a high percentage of students feel safe, connected to school, and motivated to succeed. (See data in Actual Annual Measurable Outcomes section). PBIS Positive Behavior Intervention Systems) is a key factor in this. Therefore, PBIS support and training will continue for staff. Our current expulsion rate is less than .01% and our goal is to keep this rate as one of the lowest in the state. The explanation for the low level is the cascade of interventions designed and implemented at both the site and district levels. With the hiring of numerous mental health counselors at the elementary, middle and high schools in conjunction with the work of the site administrators, site counselors, site nurses, and site psychologists, students needs have been better met. We will continue with this model. Finally, in an effort to minimize redundancy and to establish more precise LCAP goals, goals 18 and 19 were condensed to reflect new Goal 7.

Original GOAL from prior year LCAP:	Goal 18: Increase resources and services to pupils, parents and teachers to provide a sense of safety, school connectedness and increased student motivation.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	EI, LI, FY

Expected Annual Measurable Outcomes:	Through the increased participation by 1% of parents attending advisory committee meetings, students will gain additional support at home to improve their academic experience	Actual Annual Measurable Outcomes:	Districtwide Parent/Community outreach took place in order to increase the number of parents attending advisory committee meetings. These meetings provided information to parents so they could better support their students at home and increase their academic experience. Our Special Education Department, specifically our Counselors/Psychologists/Nurses noted 40% increase in health education for students to facilitate safe and healthy learning environment, 80% increase in counseling for health and anxiety; 40% increase in communication with parents. Our LCAP Stakeholder survey for 2014-2015 showed that 72% of participants agreed or strongly agreed that OUSD provided student-parent events

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LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase resources for McKinney Vento students (tutoring, supplies)		$2,000 Supplemental	School supplies and backpacks are provided to all McKinney-Vento students. Tutoring is a free service offered to all McKinney-Vento students. For 2015-2016, the SCS Office and the McKinney-Vento Coordinator will plan to implement a mentor system on campus to improve/increase school connectedness. The Coordinator will train and coach mentors at quarterly trainings.	$2,000
Foster Youth/Homeless Coordinator		$130,570 Supplemental	The Foster Youth and Homeless Coordinator provided services for foster youth and homeless students. Foster parents are invited to Foster Connections. Tutoring is a free service offered to all Foster Youth students. The Coordinator of Foster Youth has offered teacher trainings on how to work successfully with Foster Youth children to reach optimal levels of academic and social success. The Coordinator also facilitated services between social services and Orange County Department of Education.	$130,570
Scope of service:	LEA wide		Scope of service:	All schools
__ALL			__ALL	
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	By participating in advisory committee meetings, as well as other trainings and workshops, parents are better equipped to be active participants in their child's education. Foster youth remain the most vulnerable young Californian that faces numerous challenges. Through this years' training and awareness to this special population of learners, a deeper understanding of education outcomes allow for more informed interventions and more efficient use of time and resources for the learner. In order to ensure foster youth students are successfully prepared for college and career, the following practices will be closely evaluated to ensure foster youth academic success: 1) attendance at a school site that strongly promotes college enrollment and career readiness 2) provide immediate, direct support for foster youth students who receive a grade of C- or lower 3) provide multiple opportunities for foster youth to participate and receive at least 15 college credits in concurrent enrollment programs and 4) support direct services for college financial aid 5) ensure quick and immediate enrollment in college or career post high school 6) provide placement communications and support to strengthen the pipeline between home placement and school services. School supplies, tutoring, mentorship and other support will be offered to McKinney Vento, Low Income and Foster Youth students.

Original GOAL from prior year LCAP:	Goal 19: Increase awareness/access to counseling and other mental health services to improve student outcomes and sense of well-being.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA wide
	Applicable Pupil Subgroups:	EL, LI, FY

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Expected Annual Measurable Outcomes:	Students will have access to an increased number of counselors and mental health services Students will be supported by staff who have increased appropriate supports for foster youth	Actual Annual Measurable Outcomes:	Orange Unified School District, Department of Special Education dedicated 8 mental health counselors who provided and helped students increase and/or develop social skills, coping strategies, playground/classroom etiquette, building routines, Eliminating Barriers to Learning, and school safety and connectedness. In addition, professional development for staff and parents included: school safety and connectedness, importance of structure in the home, setting appropriate boundaries, warning signs of self harm, effective communication, positive motivation and discipline, as well as developing co-parenting teams. Data indicated school sites decreased referrals to Psychological Services/Mental Health due to increased days of support by psychologists, as well as, addition of 7 mental health counselors who gave direct site support. From January 2013-December 2013, 49 students were referred for behavioral needs, and from January 2014-December 2014, only 26 students were referred for behavioral needs. The Foster Youth, Homeless Coordinator provided professional development to staff who served Foster Youth and homeless students. Professional Development was provided both at school sites as well as at the district office. The Coordinator performed community outreach, attended monthly staff meetings with organizations such as the Friendly Center to identify students who are homeless within OUSD as well as attended monthly meetings with Social Services regarding Foster Youth to represent the educational component needed when placement decisions are made. The Student & Community Service staff and the OUSD Mental Health Staff met weekly to discuss and design assistance/interventions for Foster Youth, McKinney-Vento and At-Risk Youth.

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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development for principals, teachers and staff on Foster Youth and Special Needs students	$22,000 Supplemental	K-12 teachers, counselors and staff participated in training to learn more about how to support Foster Youth and special needs students. These trainings have been provided by the county service agencies as well as OUSD in-house experts. Trainings for staff and parents have included: school safety and connectedness, importance of structure in the home, setting appropriate boundaries, warning signs of self harm, effective communication, positive motivation and discipline, co-parenting, eating disorders, depression suicide ideation, anxiety, anger management, drug use, eating habits, hygiene. Additionally staff have been trained on how to support students in the following areas: developing social skills, coping strategies, playground/classroom etiquette, building routines, Eliminating Barriers to Learning, school safety and connectedness. Approximately 300 Instructional Assistants were trained in nonviolent CPI (crisis prevention intervention). Instructional Assistants also received training in strategies for engaging and instructing students with disabilities.	$22,000

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Increase staff to support student engagement (psychs., nurses, etc.)	$695,127 BASE $923,849 Supplemental	8 mental health counselors, 8 mental health psychologists, and 10 additional nurses provided trainings on developing social skills, coping strategies, playground/classroom etiquette, building routines, Eliminating Barriers to Learning, school safety and connectedness. Trainings for staff and parents included: school safety and connectedness, importance of structure in the home, setting appropriate boundaries, warning signs of self-harm, effective communication, positive motivation and discipline, co-parenting, eating disorders, depression suicide ideation, anxiety, anger management, drug use, eating habits, hygiene. Mental Health Counselors have provided support on an average of 287 students per month; which includes contact with general education and special education at all elementary school sites, CDS, and Richland. In order to be engaged in school, students need to have their basic needs met. Additional school nurse staffing has noticeably established an overall school staff feeling of safety and well-being. Communication between school nurses and staff have increased by approximately 50%, empowering staff members and teachers to refer students for health evaluations by the school nurse. There has been a reported 25-50% increase in the amount of time school nurses spend addressing concerns such as anxiety, depression, self-injurious behaviors, bullying, pregnancy, anger management, and drug use/abuse. The availability of school nurses has assisted in the ability to encourage and create relationships with students, as well as parents. These relationships allow students and their family to discuss issues that were not easily discussed in the past.	$695,127 $923,849

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Scope of service:	LEA wide		Scope of service:	All schools	
__ALL			__ALL		
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Professional development has been given surrounding the needs of foster youth and students with disabilities, but due to the unique needs of these students, trainings in the above mentioned areas will continue. One goal for the Office of Student and Community Services is to increase the number of trainings for staff and design more intensive work with school site Foster Youth and McKinney-Vento mentors. Mental health counselors, psychologists and nurses will continue to support student engagement and work to improve student well-being, so increased learning can occur. The LCAP Stakeholder Survey showed that 55% of participants agreed or strongly agreed that OUSD provides counseling, social, emotional and behavior support. When asked in the LCAP Stakeholder survey about what OUSD can do to help improve children's educational experience, many of the responses had to do with more parent, student, counselor, psychologist, and teacher interaction/support, so this continues to be a needed area of growth. The weekly meetings between the Office of School Community Services and Mental Health Services office will continue for 2015-2016. This weekly articulation leads to resolving issues and most importantly dispatching staff from each office to meet both the short term and long term needs of our students and families.

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

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

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school-wide, countywide, or charter-wide 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 school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	**$13,482,120**

Orange Unified School District is utilizing LCFF Supplemental funds to improve student achievement that principally meet the needs of English Learners, Low Income and Foster Youth students at the school sites as all requests in expending funds go through an approval process through the Accountability & Special Programs office in ensuring that funds are spent to benefit these subgroup of students. Further, funds expended at the district level will be used in the following ways which is in response from the Community/Stakeholder Engagement survey as well as research based: (Please find supporting research information in Appendix B. Supporting Research Document for Programs/Services

- 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 are appropriately trained in the effective use of technology which is aligned to instructional goals.
- 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.
- 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 leaners, and students in all subgroups at Kindergarten to 12th grade level to help better prepare for college and career.
- 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.
- 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.
- Attendance Monitoring System. Attendance is crucial in order for our students to increase their achievement and chances of graduating college and career ready. School and Student Community Services department will monitor student attendance and provide ongoing support in increasing attendance and decreasing suspension and expulsion rates.
- 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.
- Use of funds for unduplicated pupils: The District has determined these actions are the most effective use of funds to meet the goals.

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

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

7.17	%

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 $3,665,338 for a variety of programs and services. The amount of $4,9999,806 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, 7.17% 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.
- 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.
- Additional staff and resources to meet needs of unduplicated subgroup of students enhance their learning. Through the support of staff and programs, English Learners, Low Income and Foster Youth students will have opportunities to prepare them for college and career as well as meet the demands of the Common Core State Standards.
- Resources for English Learners, Low Income and Foster Youth students will be purchased. Particularly, supplemental instructional materials and additional support/services is planned to help increase low income/homeless students' connection to school and motivate them to learn.
- 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 to attend college.
- Support for foster youth and homeless families through services for both students and parents. Resources, programs and support will be provided to these identified students in order to improve their academic environment and their sense of well-being.
- 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.
- Increase of ERWC, ELD, AVID, AP/IB sections to improve student learning for English Learners. Through their participation in these courses, students will have opportunities to enhance their learning which will better prepare them for college and career.

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.

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LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

8-22-14 [California Department of Education]

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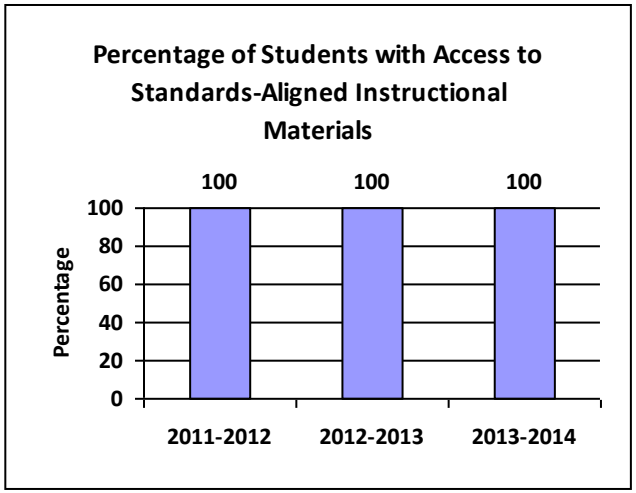
ORANGE UNIFIED SCHOOL DISTRICT

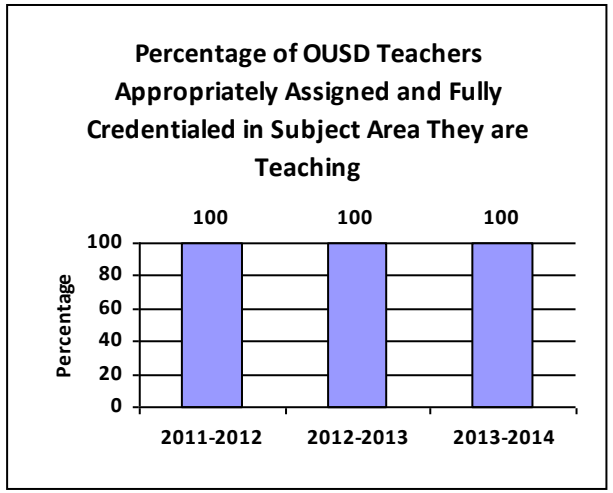
APPENDIX A

A. CONDITIONS OF LEARNING (STATE PRIORITIES 1, 2, 7)

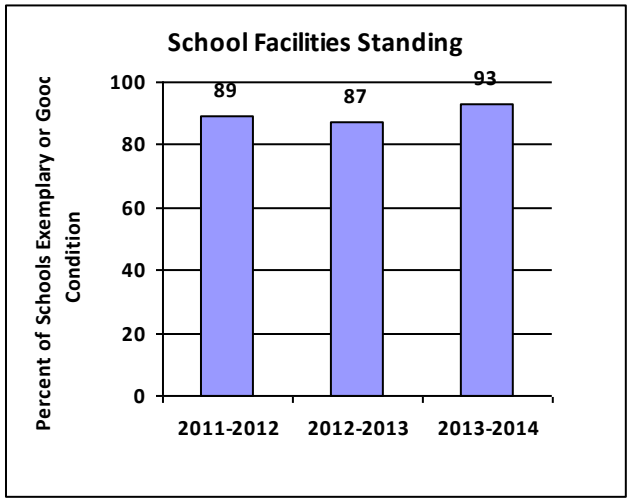


*Data pulled from Curriculum and Instructional Materials section of School Accountability Report Card

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.

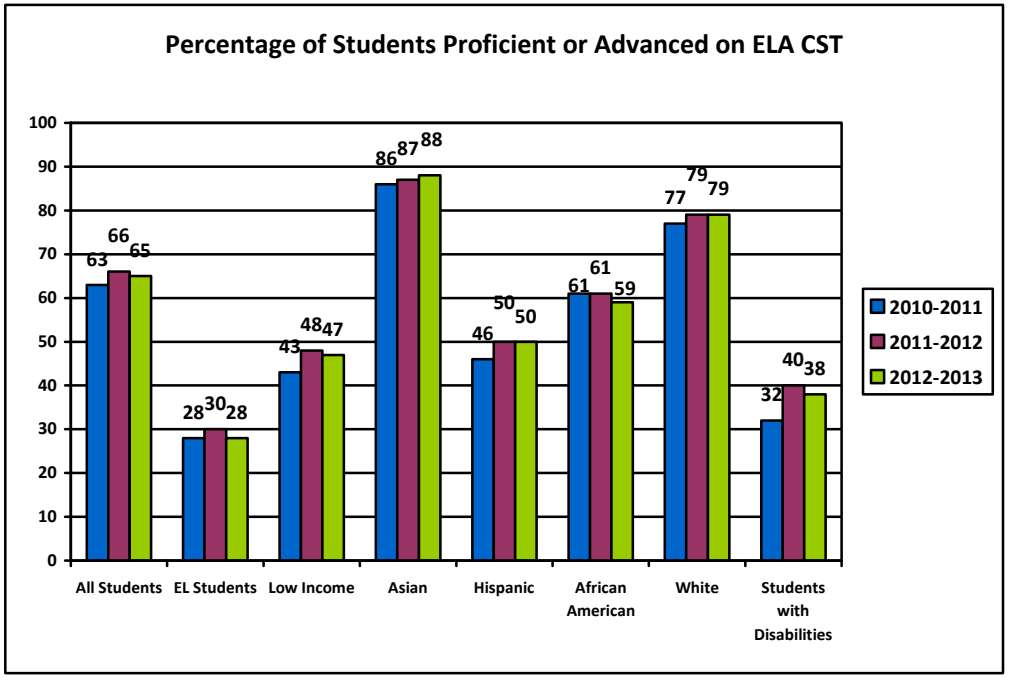
Orange Unified School District has maintained school facilities in "good repair" pursuant to Education Code section 17002(d) by assuring that all schools campuses are clean, safe, and functional based on the Annual Conditions Evaluation Report for the past three years. Almost all of the OUSD schools 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 in this or the prior two years 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

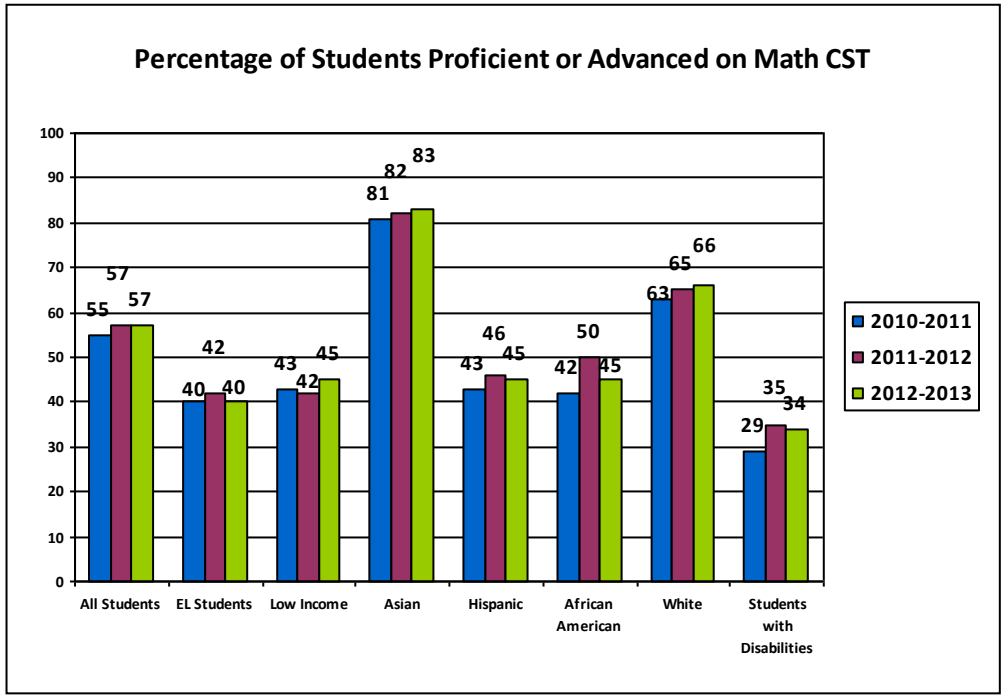
Course Access:

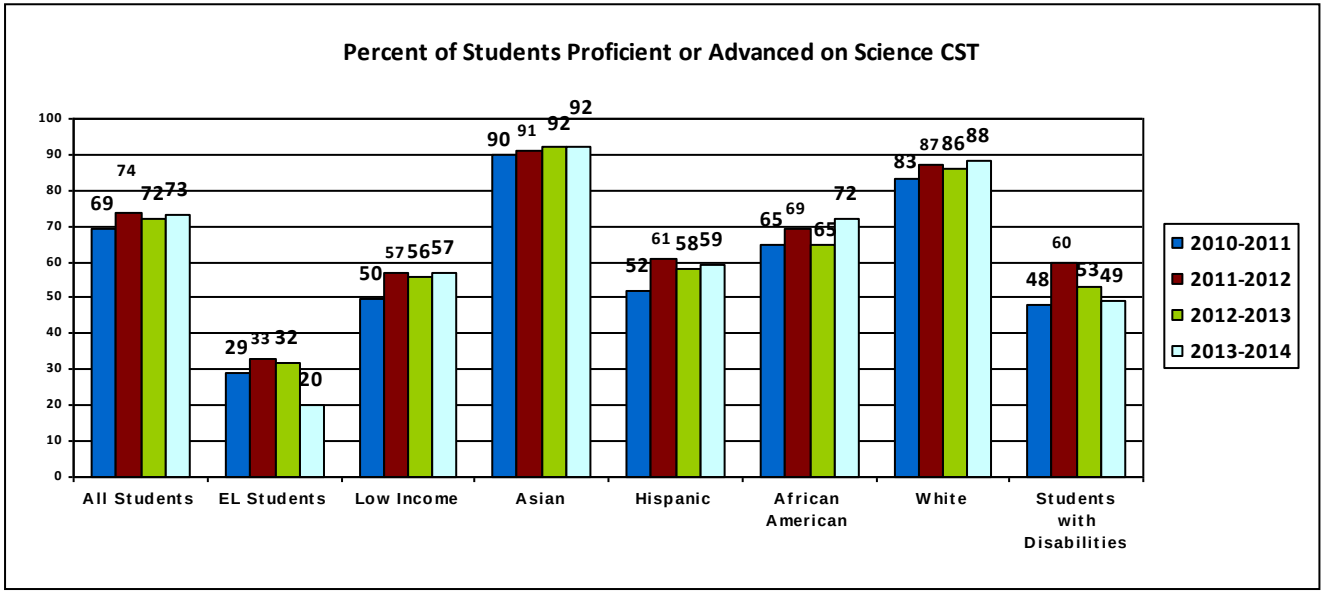
Orange Unified School District adopted and implements with all students statewide academic content and performance standards required by the State Board of Education per Orange Unified Board Policy 6011. All students who are enrolled in Orange Unified School District have access to a broad course of 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 are 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.

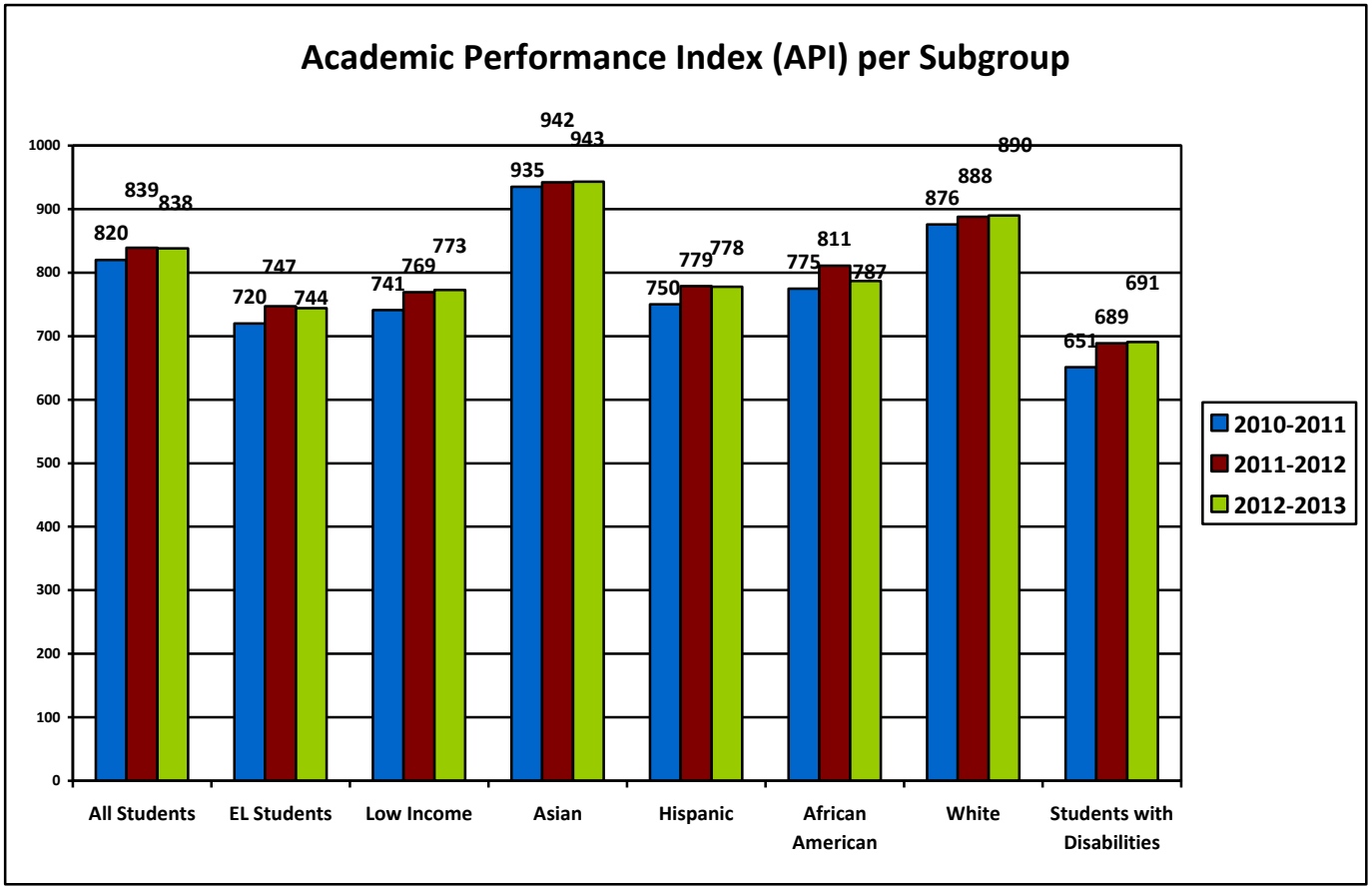
B. PUPIL OUTCOMES (STATE PRIORITIES 4, 8)

*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.



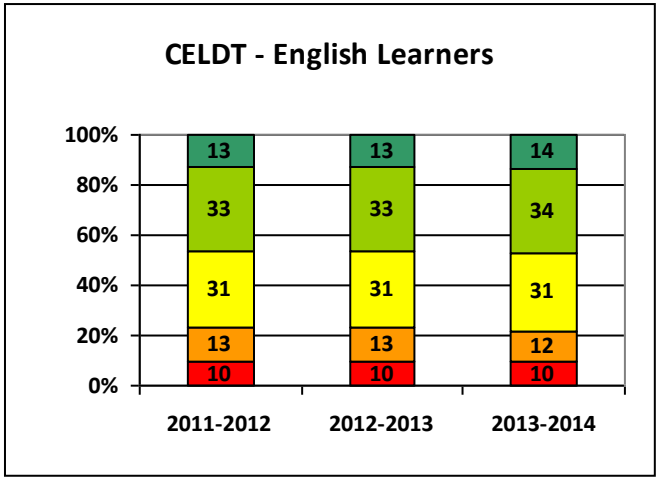


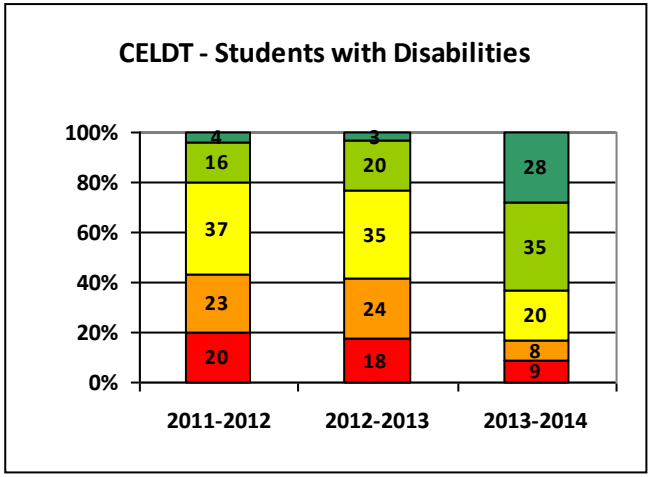


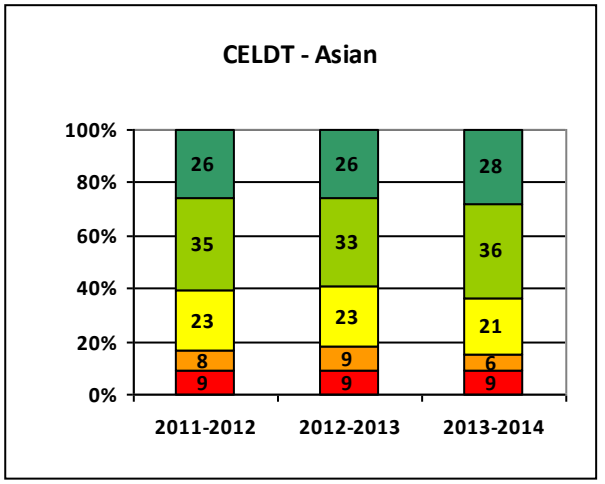

Academic Performance Index (API) per Subgroup
1000
900
800
700
600
500
400
300
200
100
0
820
839
838
720
747
744
741
769
773
935
942
943
750
779
778
775
811
787
876
888
890
651
689
691
All Students
EL Students
Low Income
Asian
Hispanic
African American
White
Students with Disabilities
2010-2011
2011-2012
2012-2013

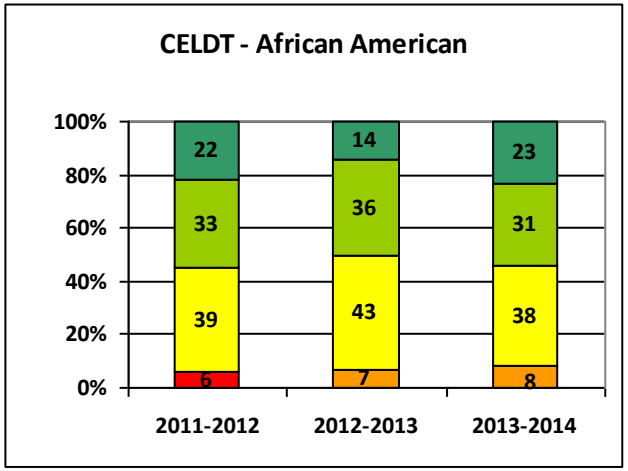
California English Language Development Test (CELDT) Results by Performance Level

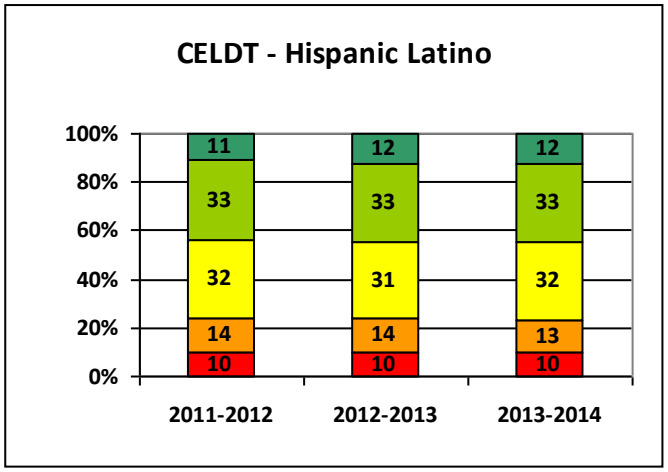
Advanced | Early Advanced | Intermediate | Early Intermediate | Beginning

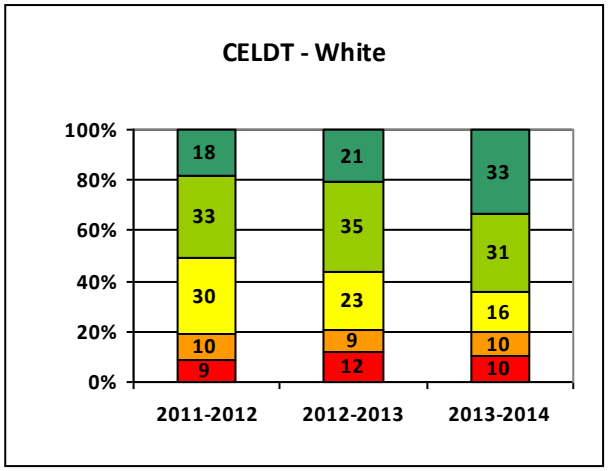




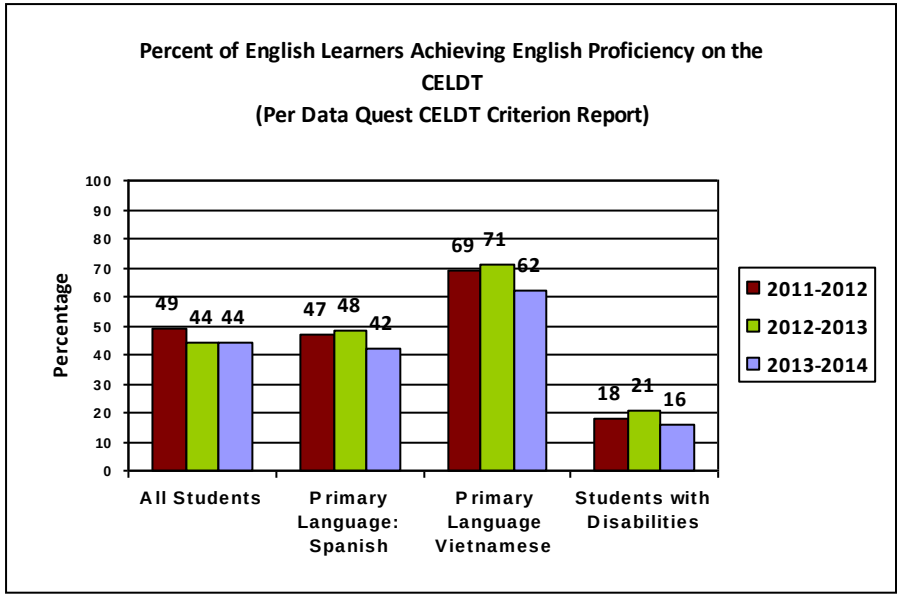


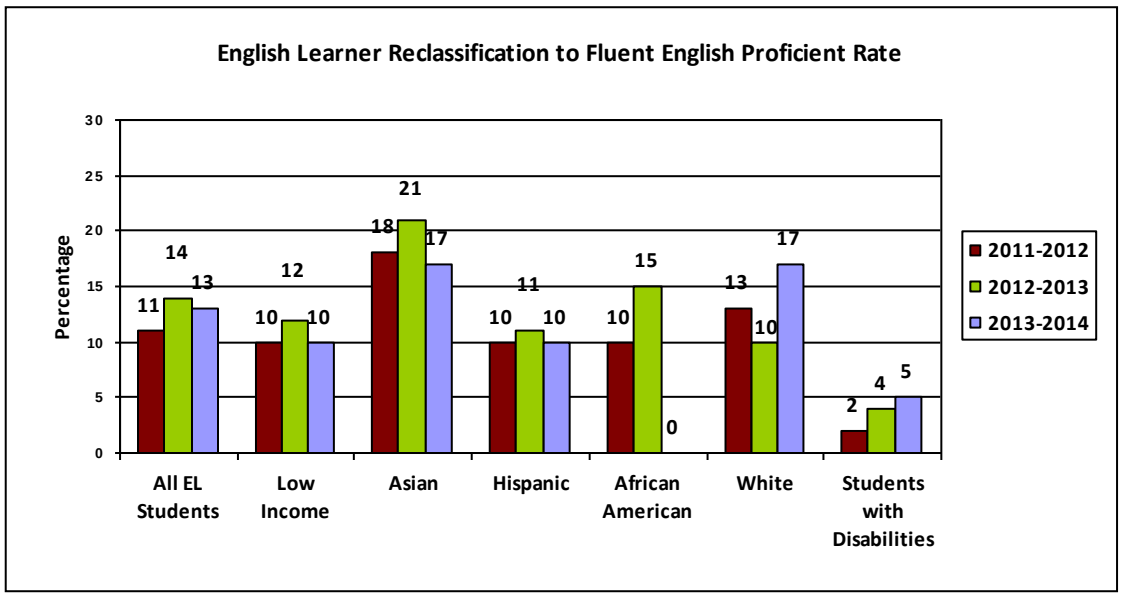






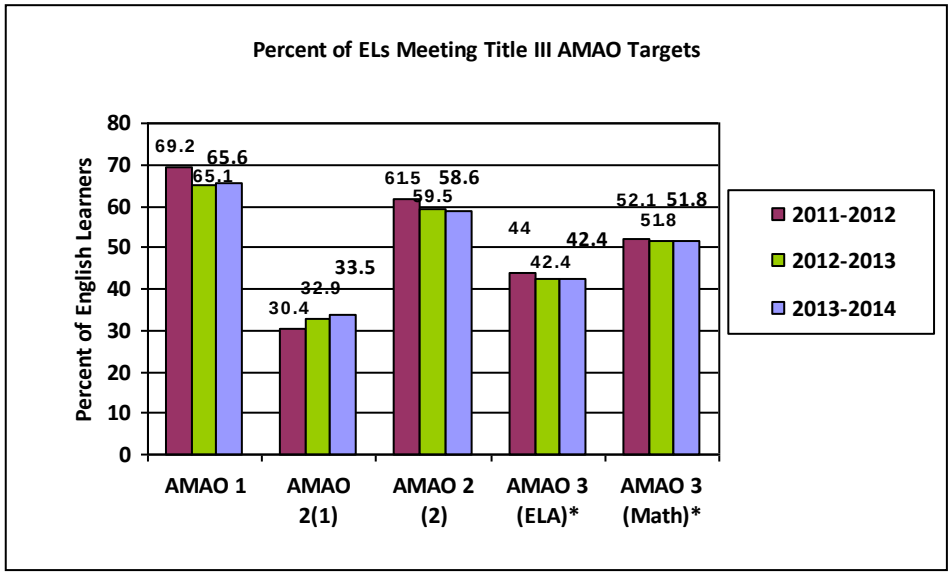
*Data is not available for Low Income or Foster Youth sub groups. Systems will be put in place, so that data for these subgroups is available in future years.





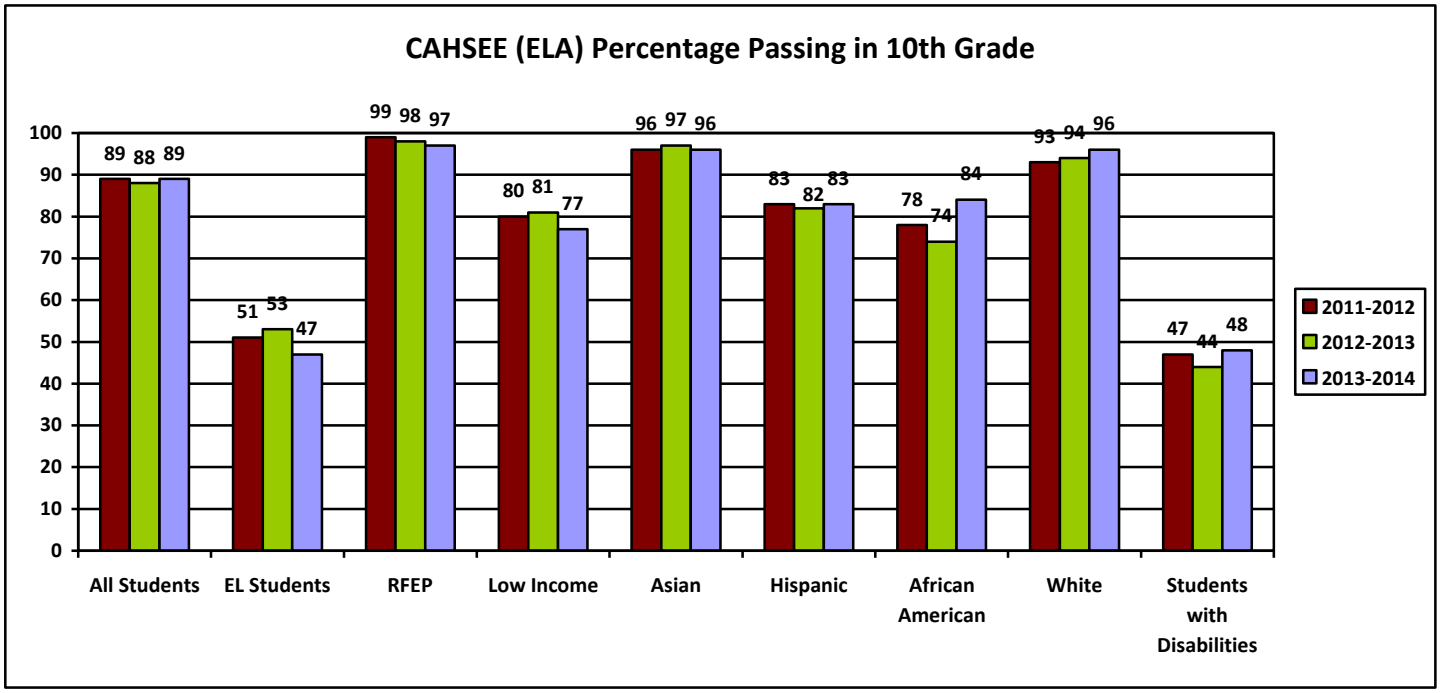
*During the years 2011-2014, data was reported by language not subgroup. Systems are being put in place so that in the future subgroup data will be available.

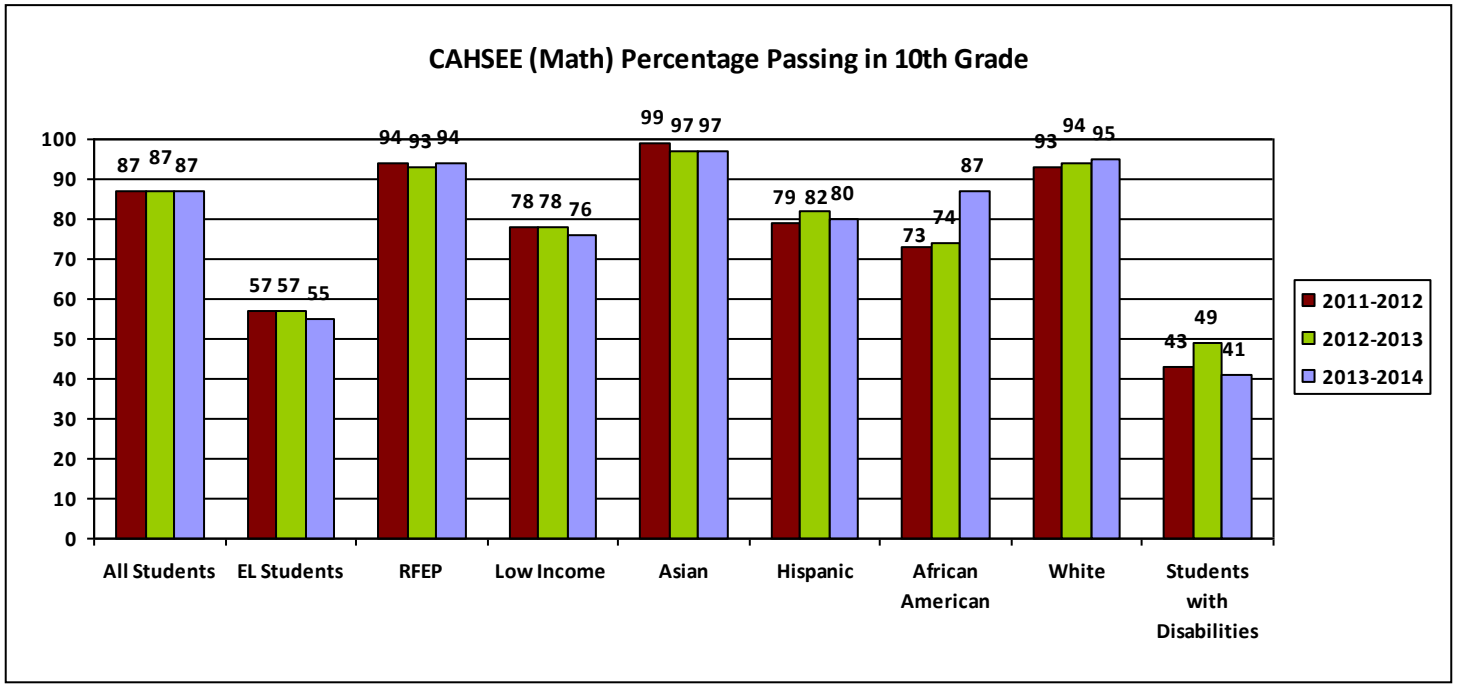
*All Student data from Data Quest. Subgroup data pulled from internal Student Information System (AERIES).



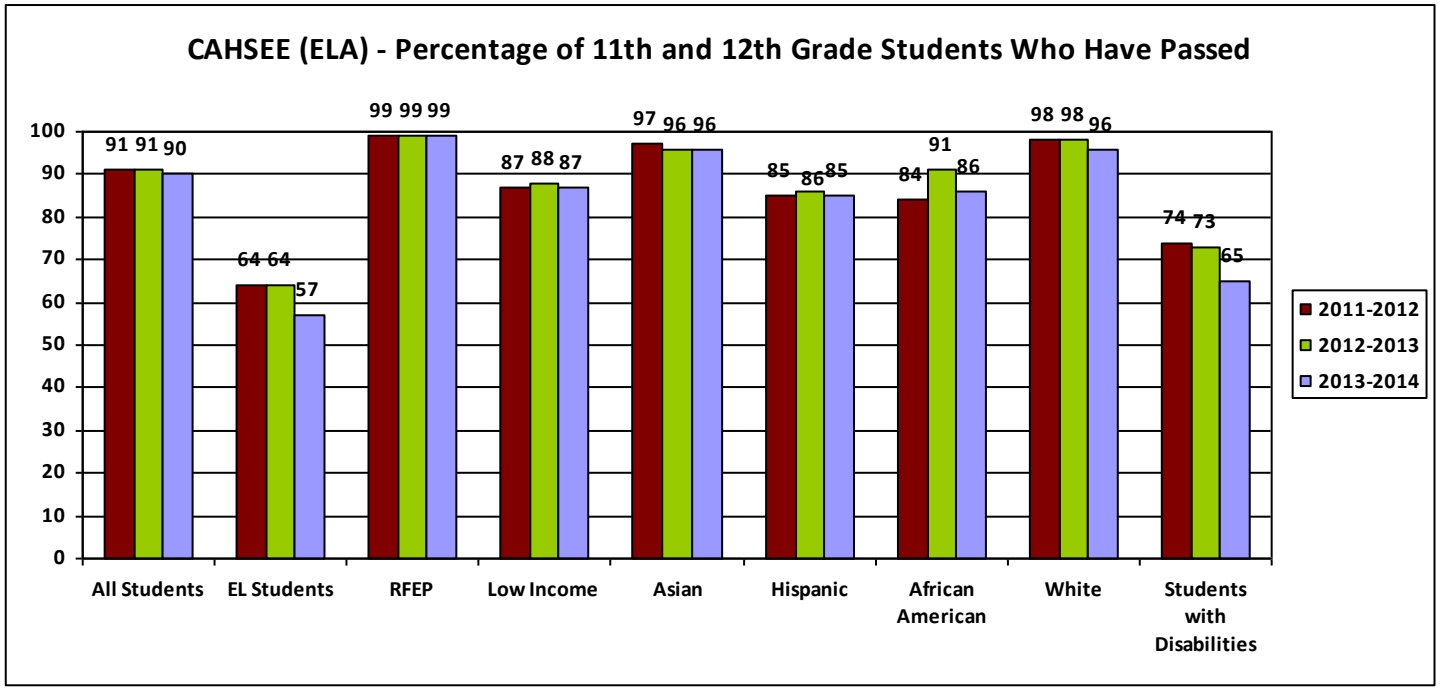
AMAO 1 reflects the percentage of ELs making annual progress on the CELDT. AMAO 2 measures the extent to which ELs are attaining the English proficient level on the CELDT at a given point in time. In California, two cohorts have been established for the AMAO 2: (1) ELs who have been in language instruction 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. AMAO 3 reflects the EL Subgroup meeting STAR targets. Since STAR testing was suspended for the 2013-2014 school year, AMAO 3 is frozen.

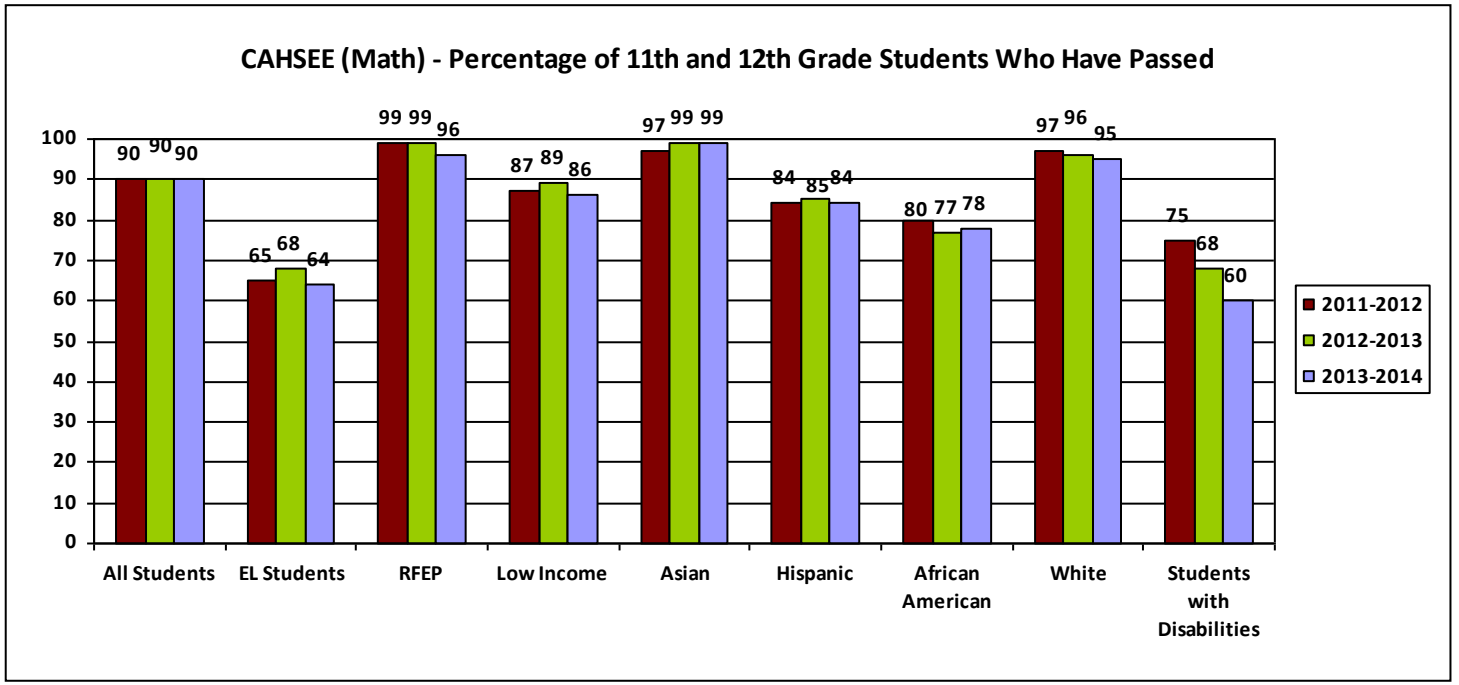
* Data from below two charts is from Data Quest.

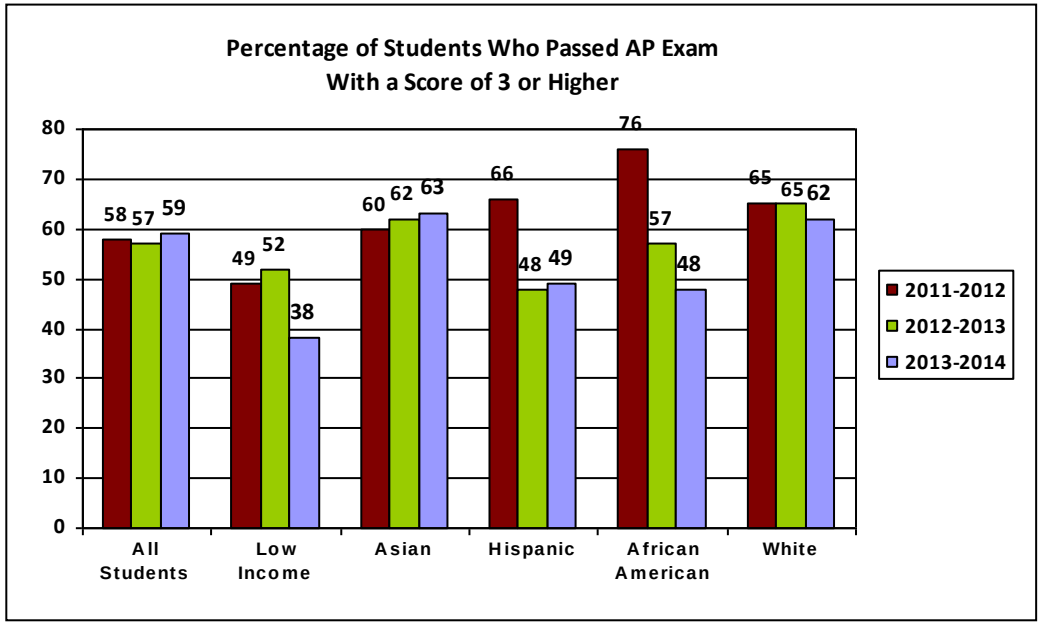


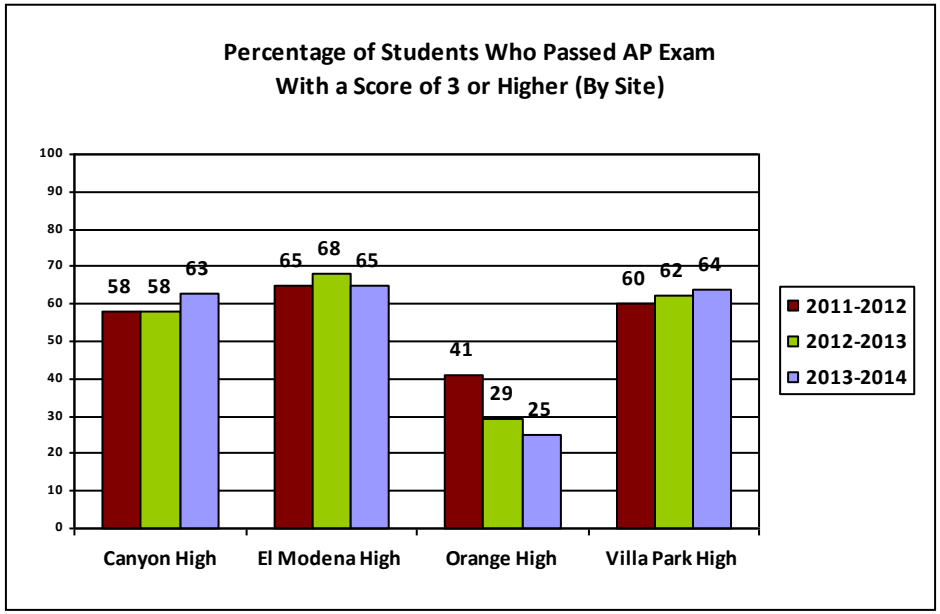


* Data from below two charts is from OUSD's Internal Student Information System (AERIES).

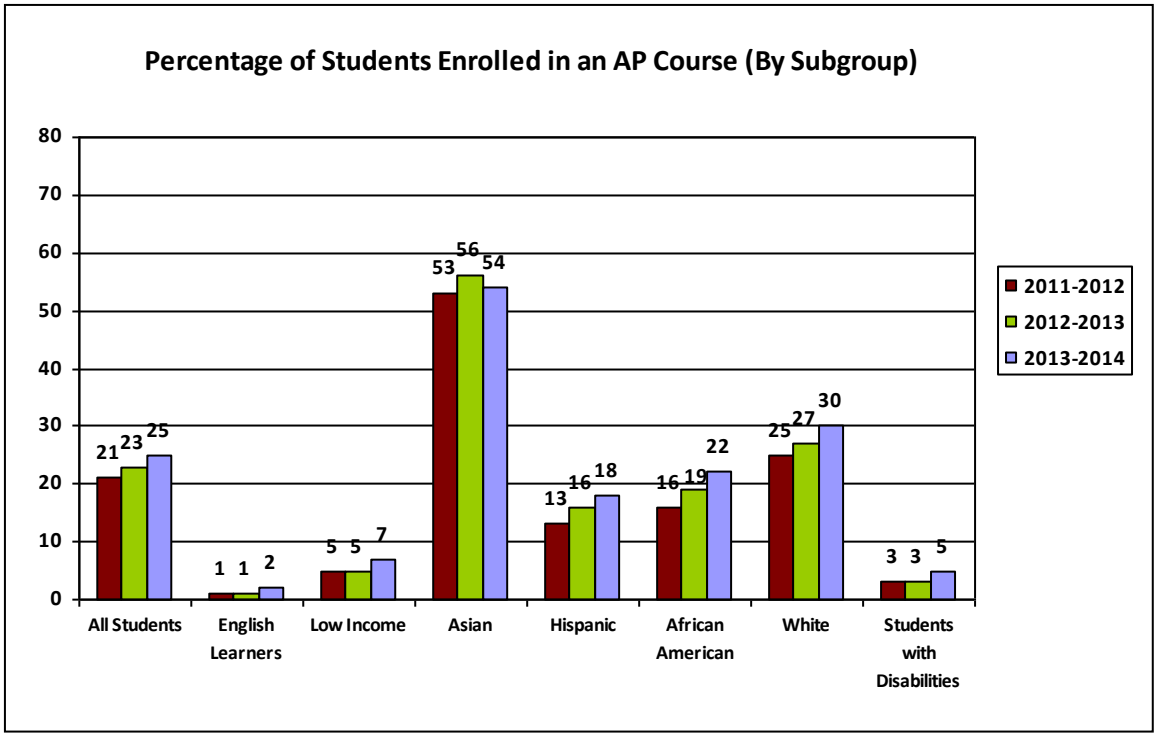


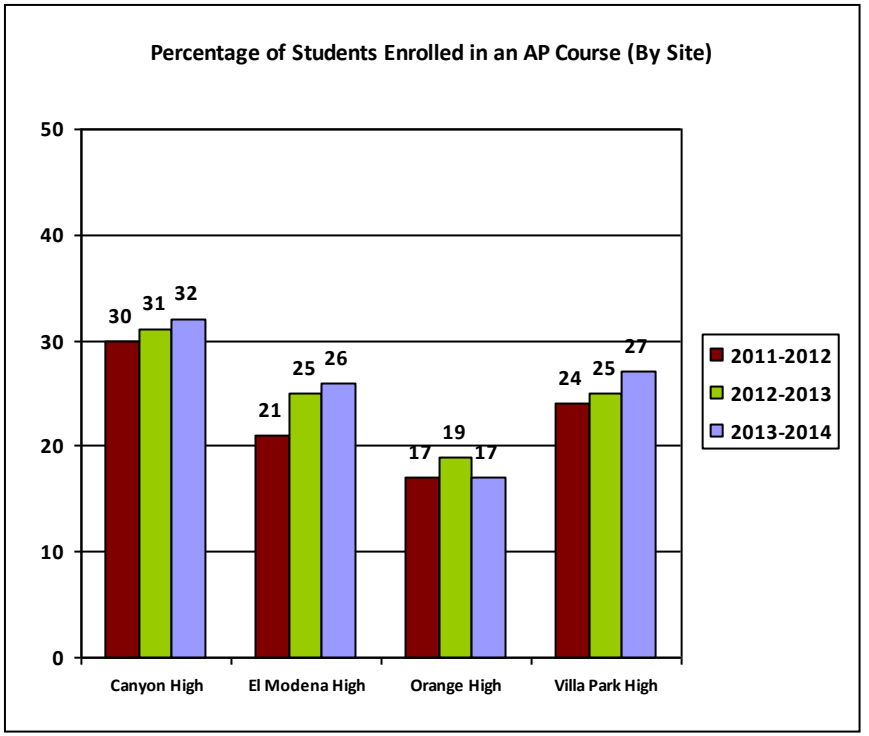


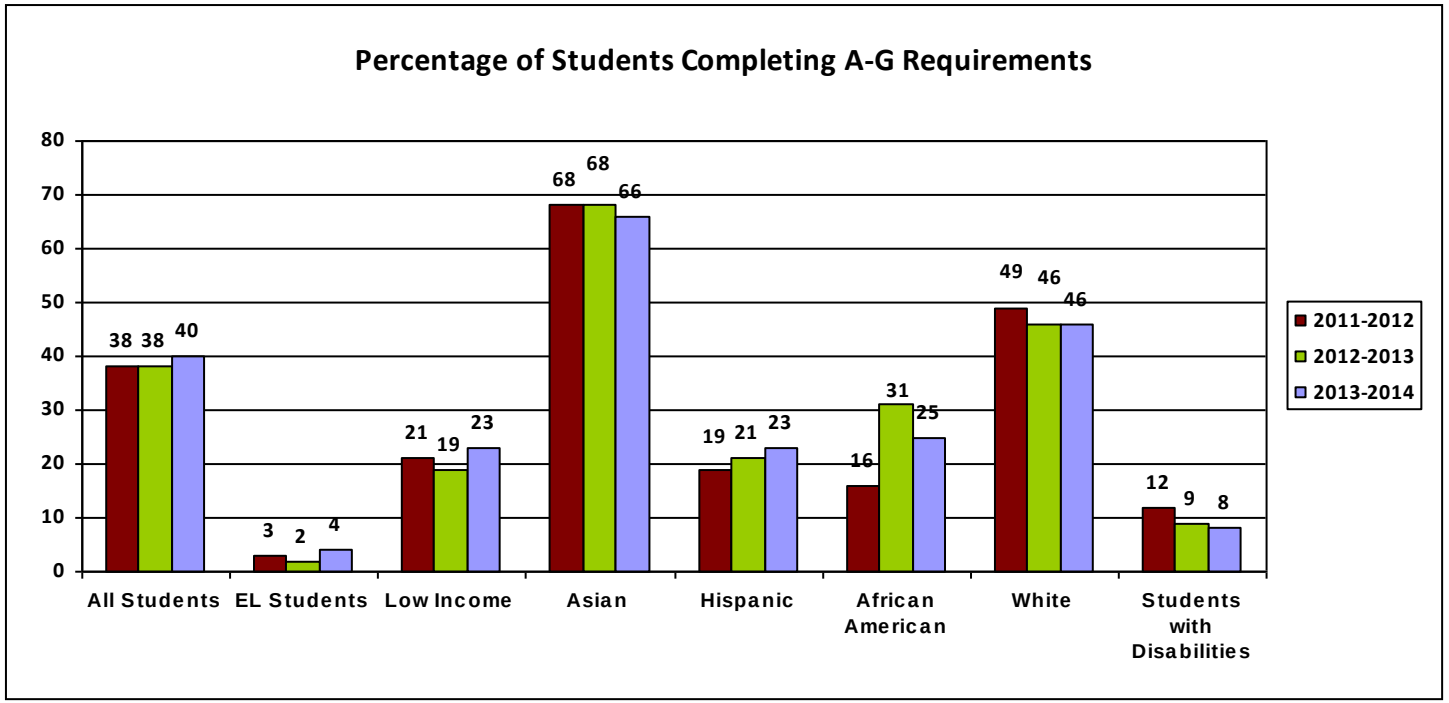




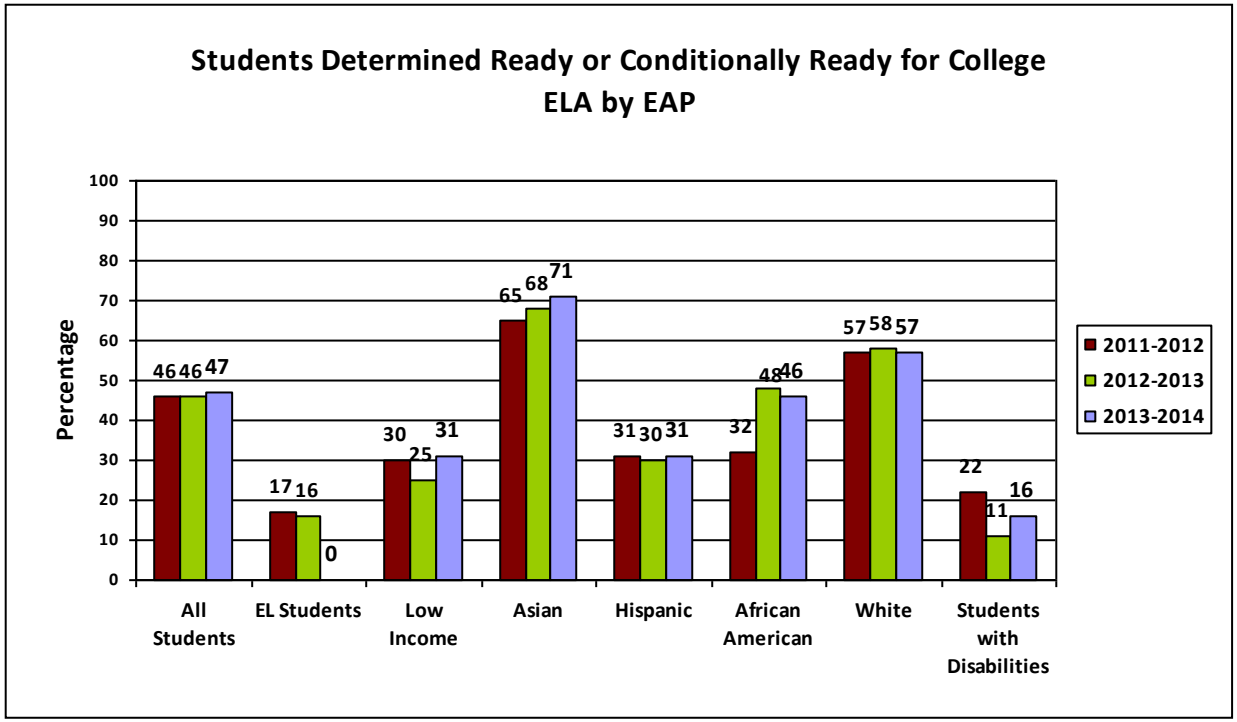
*Data was pulled from the College Board. Data was not available for the following subgroups: English Learners, Students with Disabilities, and Foster Youth. Systems are being put in place so that in the future this subgroup data will be available.

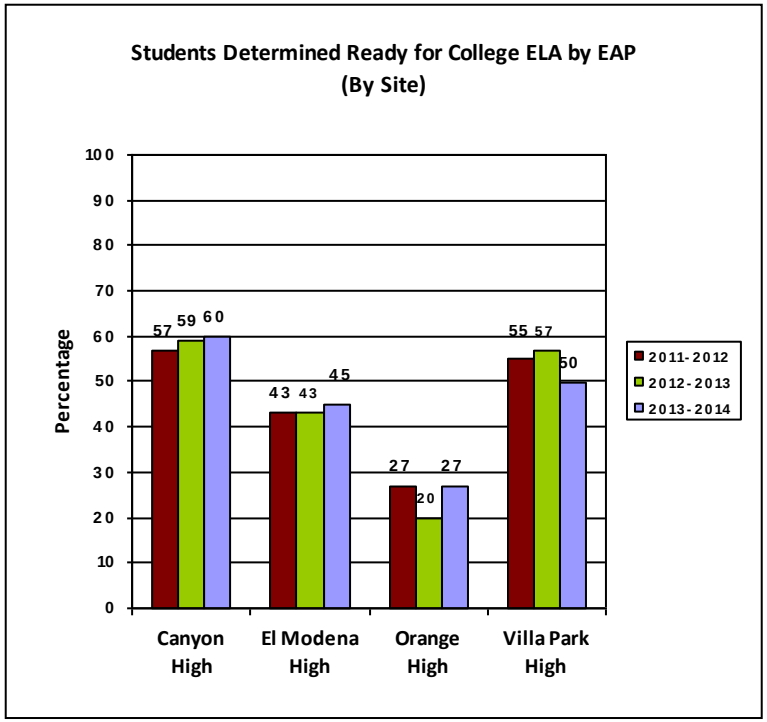




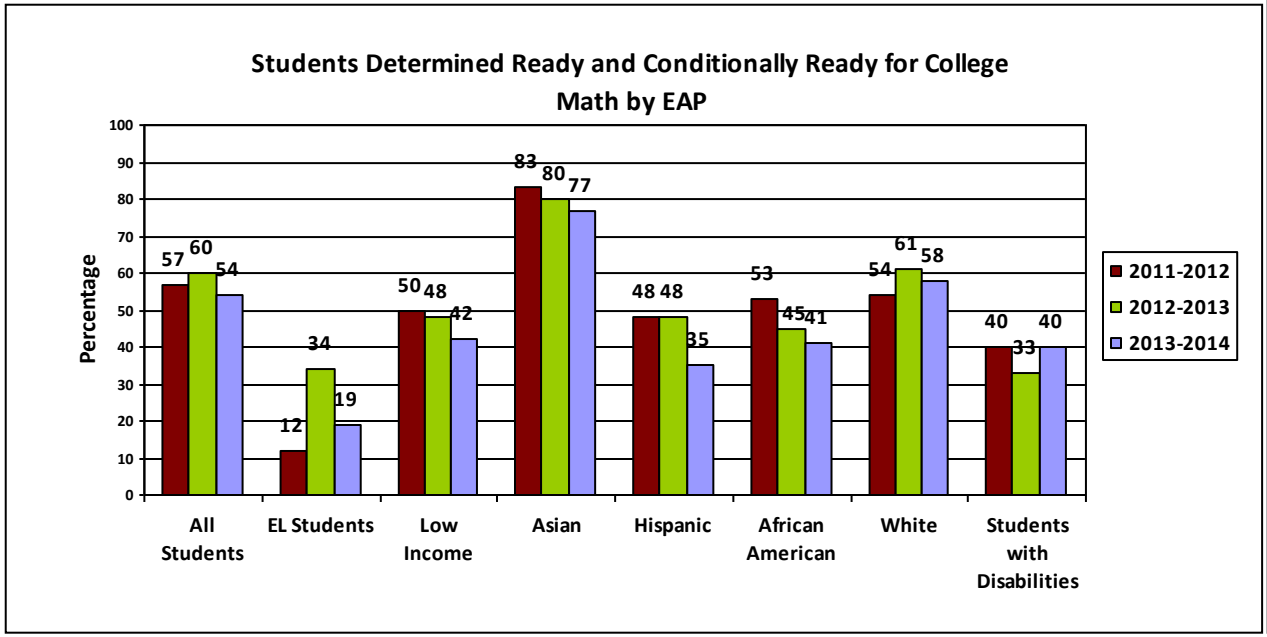


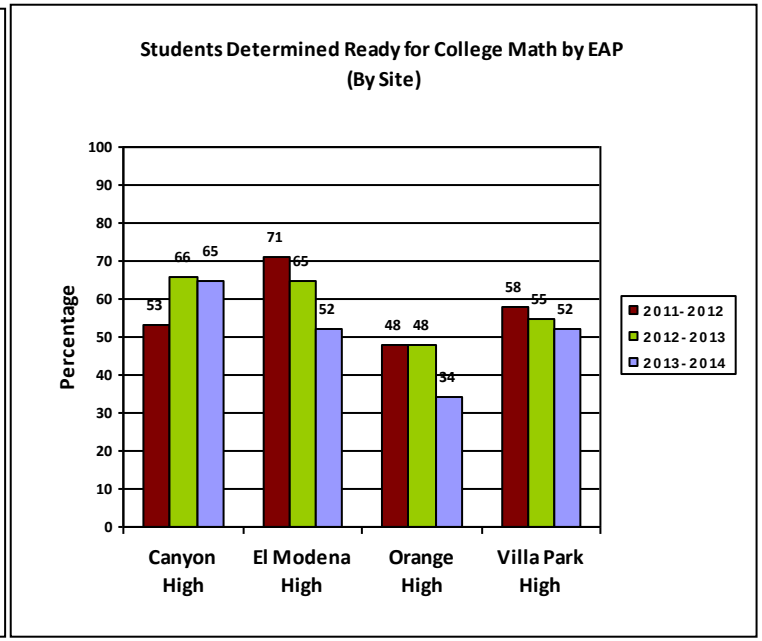
* Data pulled from internal Student Information System (Aeries). In the future, OUSD needs to work with the college board and community colleges to get data that more accurately reflects students A-G completion, including dual enrollment in community college courses to meet requirements.





*Reflects only 11th grade students who took ELA EAP exam.

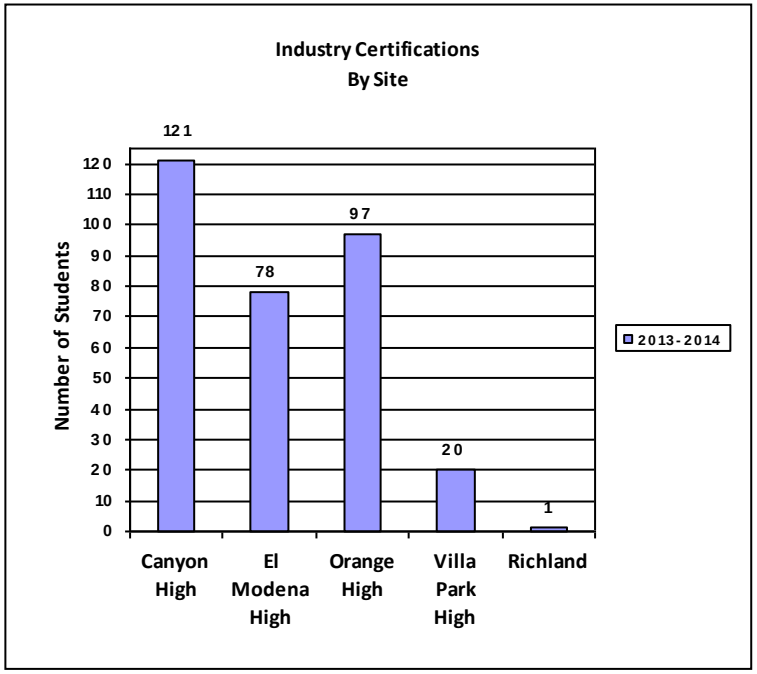




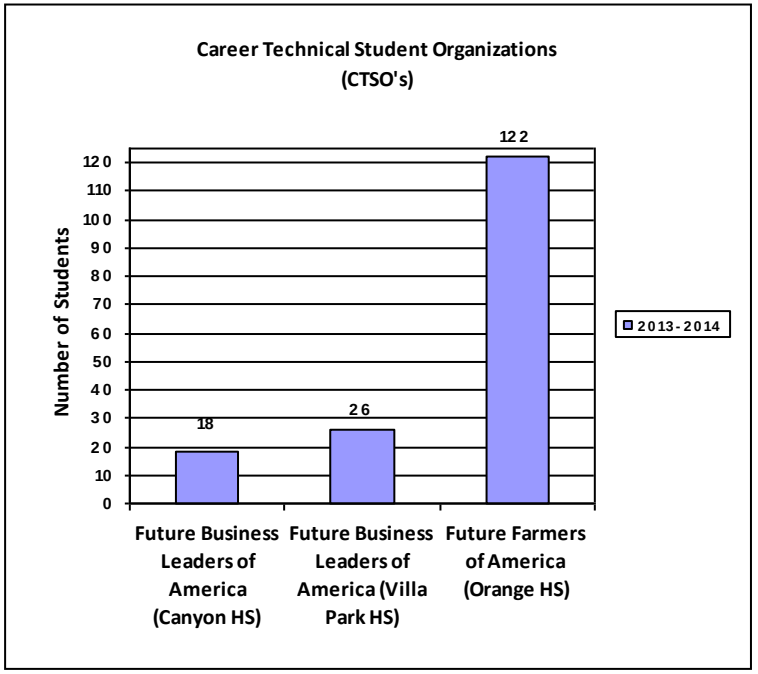
*Reflects only students enrolled in Algebra II or higher and who took Math EAP exam.

CAREER TECHNICAL EDUCATION

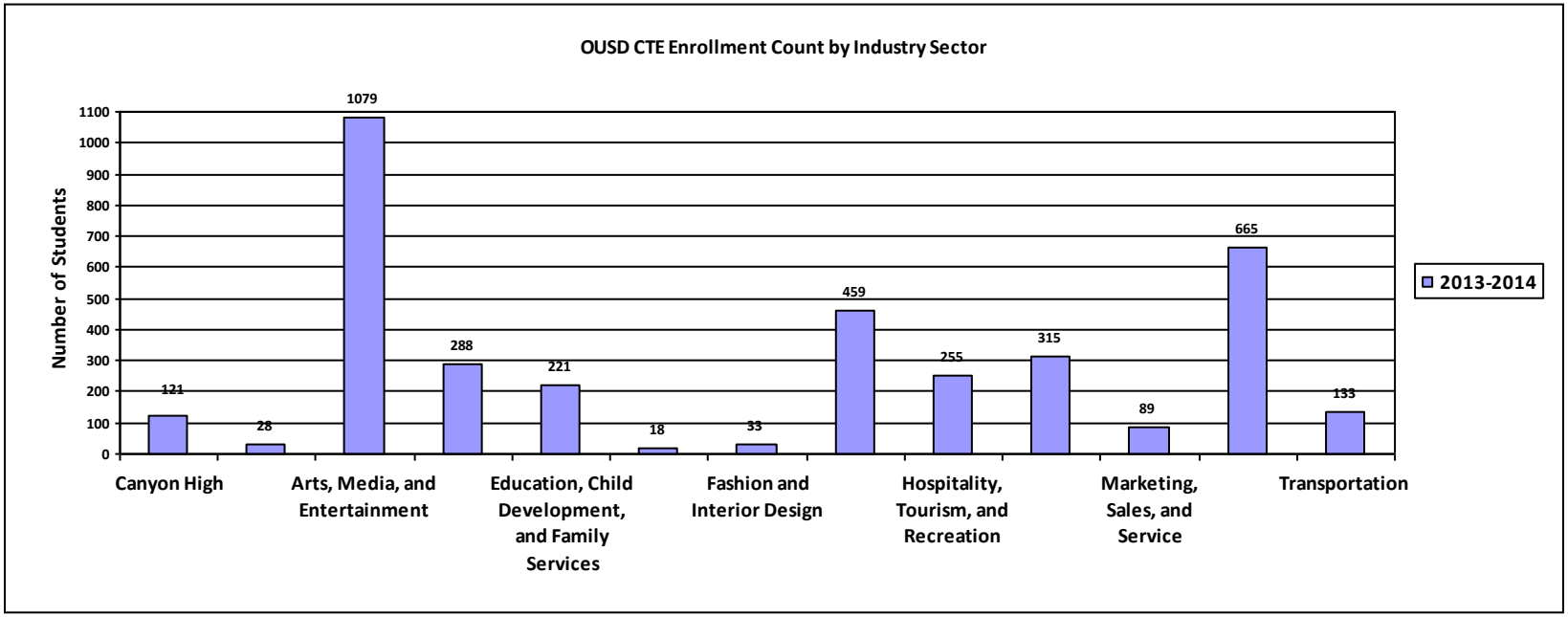
Making Learners College and Career Ready through Career Technical Education: As we launch into 21st century teaching, a top priority for Orange Unified School District is to prepare K-12 students for successful post-secondary career and college options. We are moving forward with providing schools access to hands on experience in various careers in elementary school, middle school and high school. There are currently 15 career clusters in California and 26 ***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. The data below is baseline data, as we just began collecting this data last year.



* Earning an industry certification has many benefits. It gives students a sense of accomplishment, a highly valued professional credential, and helps students become more employable with higher starting salaries. Valid reliable certifications are also evidence of technical skill attainment. Industry certifications, therefore, are an important component of a CTE program of study.



* CTSO's play an important part in preparing young people to become productive citizens and to assume roles of leadership in their communities. These organizations provide a unique program of career and leadership development, motivation, and recognition for secondary and post-secondary students enrolled in CTE programs. Instructors provide organized curriculum-oriented activities that help students gain career, leadership, and personal skills that maximize employability and the ability to become productive citizens in the workforce, home and community.

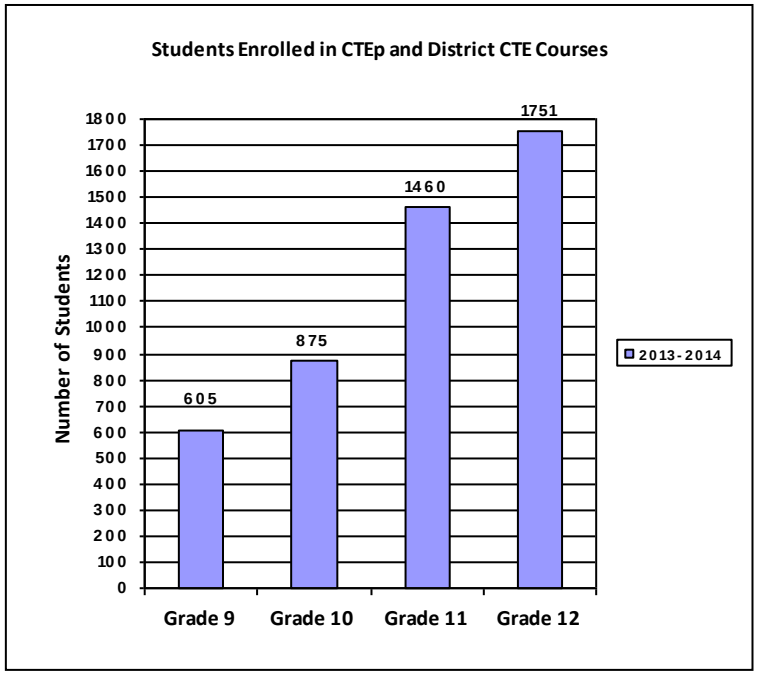


Special Population in CTE Partnership Classes (High School Students Only – Unduplicated Count)

Year	# of Students
2013-2014	941

Students Who Took 2 Plus CTE/ROP Courses in a Pathway

Year	# of Students
2014-2015	1975



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.

Cohort Dropout Data from Data Quest (Percentage of Students)

	All Students	English Learners	Low Income	Asian	Hispanic	African American	White	Students with Disabilities
2010-2011 Class	6.8%	16.2%	10.5%	1.1%	10.5%	6.9%	4.6%	9.4%
2011-2012 Class	4.8%	13.1%	7.7%	1.1%	7.8%	0.0%	2.7%	5.0%
2012-2013 Class	4.4%	13.8%	7.4%	1.2%	6.9%	3.8%	2.8%	3.6%

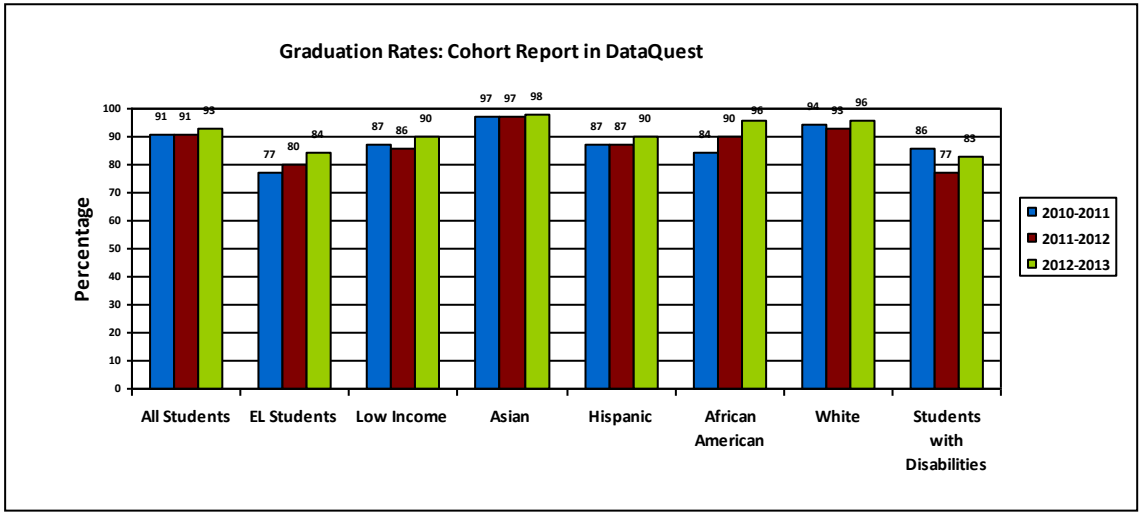
*2013-2014 data will not be available until the end of the 2014-2015 school year.

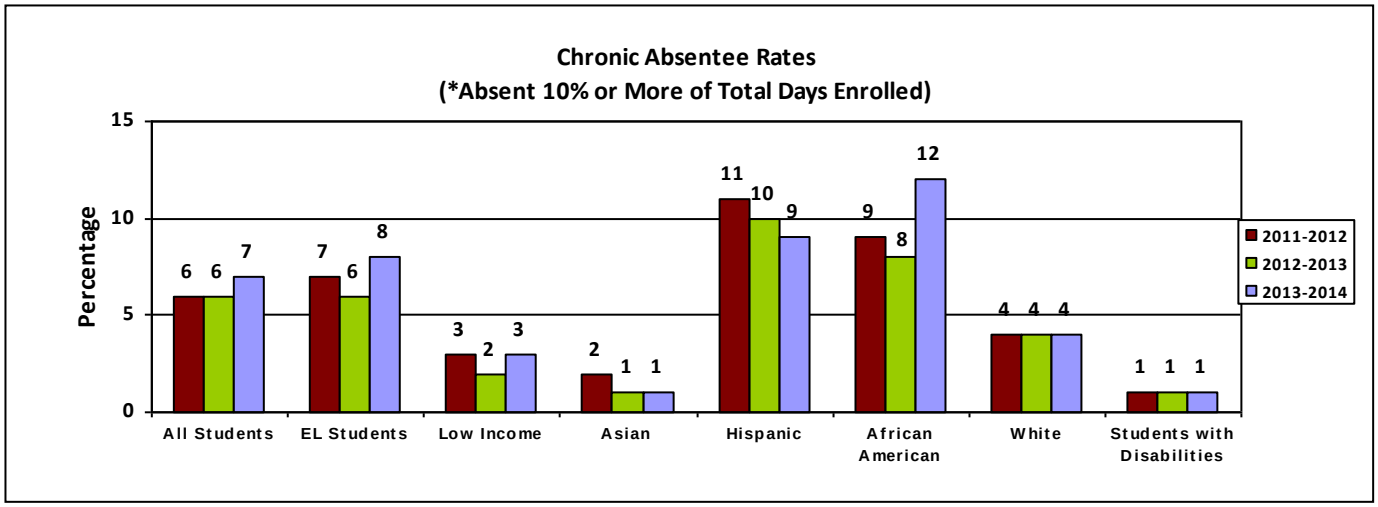
Suspension and Explusion Numbers

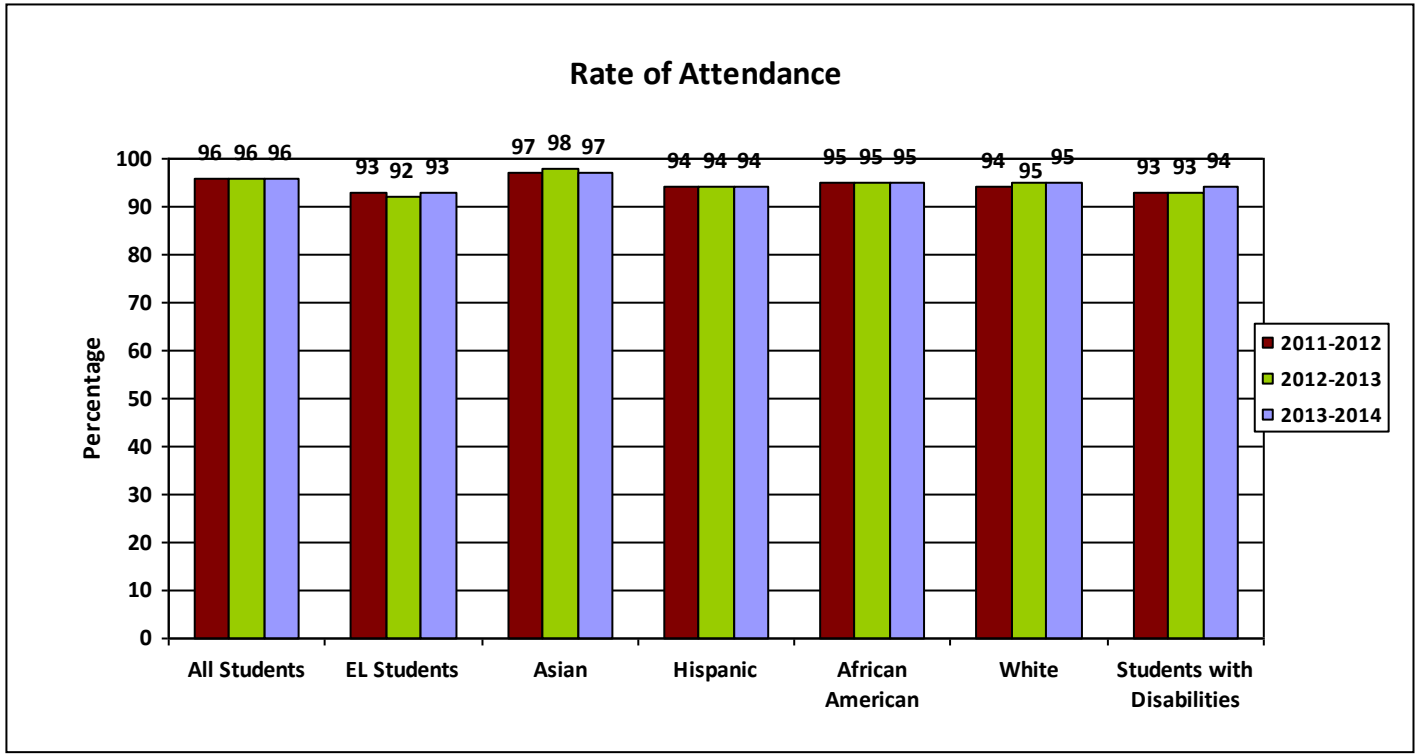
	Suspensions with Placements	Expulsions	Suspensions
2011-2012	168	32	2346
2012-2013	158	11	1609
2013-2014	101	6	1313

Middle School Dropout Numbers (Not Percentages) from Data Quest

	Total	El Rancho Charter	Yorba Middle	Cerro Villa Middle	Home school	Santiago
2010-2011	6	1	1	4	0	0
2011-2012	29	11	5	11	1	1
2012-2013	0	0	0	0	0	0
2013-2014	5	2	3	0	0	0




Chronic Absentee Rates
(*Absent 10% or More of Total Days Enrolled)
Percentage
15
10
5
0
6 6 7
7 6 8
3 2 3
2 1 1
11 10 9
9 8 12
4 4 4
1 1 1
All Students
EL Students
Low Income
Asian
Hispanic
African American
White
Students with Disabilities
2011-2012
2012-2013
2013-2014


Rate of Attendance
Percentage
100
90
80
70
60
50
40
30
20
10
0
96 96 96
93 92 93
97 98 97
94 94 94
95 95 95
94 95 95
93 93 94
All Students
EL Students
Asian
Hispanic
African American
White
Students with Disabilities
2011-2012
2012-2013
2013-2014

California Healthy Kids Survey

The California Healthy Kids Survey is a statewide survey regarding school climate and learning environment. It was given to 7th, 9th, and 11th grade students in 2013-2014 and to 4th and 5th grade students in 2014-2015.

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
School Environment												
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
Community Environment												
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
School Connectedness Scale	52	39	10	46	43	11	40	47	13	30	54	17

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 A3.4

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 A3.7

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			

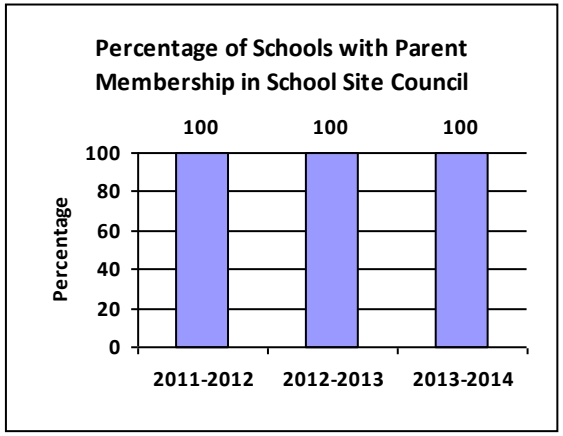
Table A4.2

School Developmental Supports, Connectedness, and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 3			Grade 4			Grade 5			Grade 6		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total school supports	–	–	–	58	41	2	57	40	3	–	–	–
Caring adults in school	–	–	–	64	34	1	61	36	3	–	–	–
High expectations-adults in school	–	–	–	63	35	2	63	35	2	–	–	–
Meaningful participation at school	–	–	–	24	66	10	22	67	11	–	–	–
School Connectedness	–	–	–	64	35	2	62	36	3	–	–	–
Academic Motivation	–	–	–	48	41	11	49	39	12	–	–	–

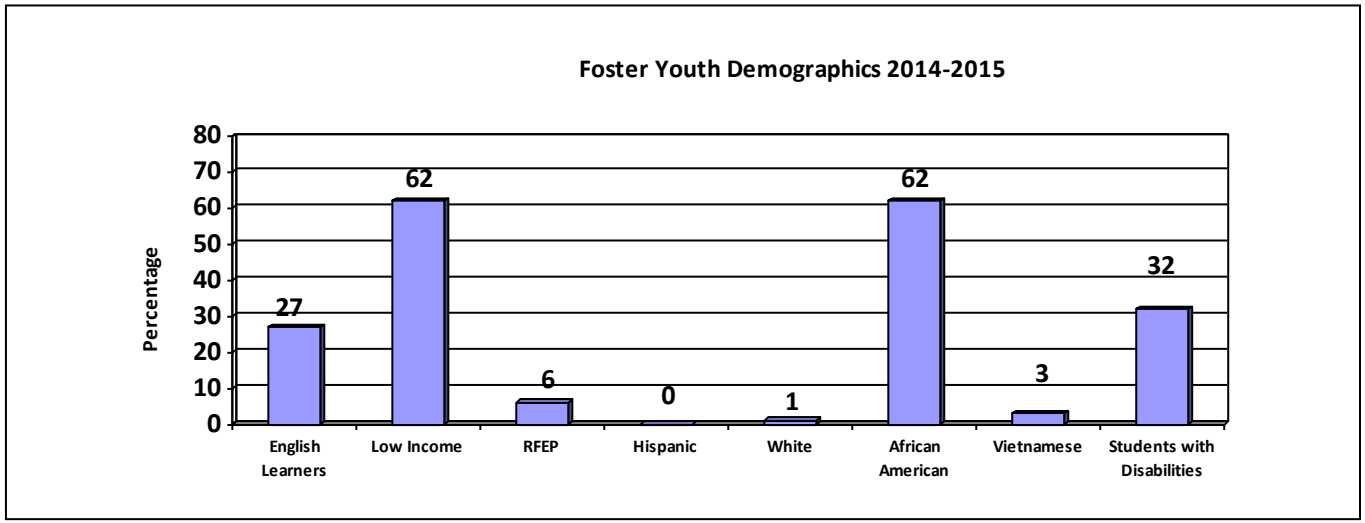
Note: Cells are empty if there are less than 25 respondents.

*4th and 5th grade data was not broken down by in the California Healthy Kids Survey by ethnicity or race.



Foster Youth Data

Systems have begun to be put in place during the 2014-2015 school year to be able to pull Foster Youth data. As of April 6, 2015, there were 124 Foster Youth in district. Here is some foster youth data for 2014-2015.



	# of Foster Youth Suspensions
2014-2015 (as of 3/24/15)	44

ORANGE UNIFIED SCHOOL DISTRICT

APPENDIX B. Supporting Research Document for Programs/Services

OUSD reviewed various research, as well as the California ELA/ELD Framework, when making decisions on the best use of LCFF funds to meet our goals. Below lists research and other documentation that supports our budgeted expenditures.

1. Technology resources and professional development
    - CA ELD Standards Critical Principle: Part I - Productive 10 states "Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology."
    - CA CCSS for ELA/Literacy Writing Anchor Standard 6 is "Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others."
    - One of the Global Competences aligned with CCR Anchor Standards of the CA CCSS for ELA/Literacy is "Communicate ideas effectively with diverse audiences - Select and use appropriate technology and media to communicate with diverse audiences."
    - The Partnership for 21st Century Skills (P21) identified "information, communications and technology literacy" as important student outcomes in their framework for 21st century learning. (http://www.p21.org/)
    - The Transition Advisory Team for the California State Superintendent in its report *A Blueprint for Great School*s recommended that technology be "a key component of teaching, learning, and assessment" (California Department of Education. 2011a. A Blueprint for Great Schools. Sacramento: California Department of Education, p. 5).
    - Findings from four meta-analyses showed that technology integrated with noncomputer-based instructional time generally produces better outcomes than either alone (Cheung and Slavin, 2011; Cheung and Slavin, 2012; Tamim, Bernard, Borokhovski, Abrami, and Schmid, 2011; Means, Toyama, Murphy, Bakia, and Jones, 2009).
2. Student access to intervention and academic support systems
    - Response to Instruction and Intervention (RTI^2) and Multi-Tiered System of Supports (MTSS) is utilized in OUSD classrooms. According to the California ELA/ELD Framework, RTI^2 Tier 2's strategic/targeted instruction "may include instruction and materials specifically designed for intervention," (Chapter 9, pg. 48).
    - According to John Hattie's book, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, response to intervention has an effect size of 1.07 and early intervention has an effect size of 0.47 which are both in the zone of desired effects.

- The California ELA/ELD Framework states that English learners may need “additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks” (Chapter 9, pg. 14). The Framework also notes that in regards to students with disabilities “instruction must incorporate supports and accommodations” (Chapter 9, p. 33).
- In the report ““Effects of Intensive Reading Intervention for Eighth-Grade Students with Persistently Inadequate Response to Intervention” (Vaughn, Sharon, Jade Wexler, Audrey Leroux, Greg Roberts, Carolyn Denton, Amy Barth, and Jack Fletcher. 2012a) found that “there is accumulating evidence that remediating reading problems in students after fourth grade will require a long-term commitment; it may be necessary to provide reading interventions throughout secondary school while also increasing instructional practices such as vocabulary and comprehension enhancements within content-area instruction” (p. 523).

3. Access to college and career programs, interventions and specialized program resources and services
    - Conley in his report *College and Career Ready* states that in order for our students to be college and career ready, schools must provide them with “the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program, or in a high-quality certificate program that enables students to enter a career pathway with potential future advancement” (Conley, D. T. (2010). College and Career Ready: Helping all Students Succeed Beyond High School). Some of the options put forth by Conley to do this include: AP and IB courses, college-ready seminars, college-ready assignments, goal setting, and other specific programs that address college and career readiness.
    - Hattie synthesis of 800 meta-analyses found that career education programs have a positive impact on student outcomes (Baker & Popwicz) and that “career counseling has generally positive effects, with class interventions the most effective but requiring the greatest number of hours (Oliver and Spokane, 1988). (Hattie, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, p. 151-152)
4. Parent trainings, workshops, and activities
    - The California ELA/ELD Framework states, “Schools can support families and students by not only welcoming new families to the school but also by providing guidance to parents to navigate through the school system from entry through graduation and by engaging parents as valuable partners in their child’s education, regardless of their economic, cultural, linguistic, or educational backgrounds” (Chapter 11, p. 38).
    - Hattie synthesis of 800 meta-analyses found that parent involvement has an effect size of 0.51 which is in the zone of desired effects. (Hattie, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, p. 68-70)

- *A New Wave of Evidence*, a report from Southwest Educational Development Laboratory (2002) concluded, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more" (p. 7).

5. Resources and support for STEM and Arts (Science, Technology, Engineering, Math and Arts)
    - In the National Research Council's report, *Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics (2011)* states, "The primary driver of the future economy and concomitant creation of jobs will be innovation, largely derived from advances in science and engineering. . . . 4 percent of the nation's workforce is composed of scientists and engineers; this group disproportionately creates jobs for the other 96 percent" and "several reports have linked K-12 STEM education to continued scientific leadership and economic growth in the United States" (Chapter 3, p. 3).
6. School climate surveys of students
    - According to the National Education Association's research brief *Importance of School Climate*, "A positive school climate is recognized as an important target for school reform and improving behavioral, academic, and mental health outcomes for students (Thapa et al., 2012)" (p. 1).
7. Professional development
    - The California ELA/ELD Framework states, "Professional learning is the vehicle for all school staff—teachers, administrators, specialists, counselors, teacher librarians, and others—to learn to effectively implement the curricular and instructional practices proposed in this framework (Killion and Hirsh 2013; Darling-Hammond, and others 2009)" (Chapter 11, p. 4).
    - Hattie synthesis of 800 meta-analyses found that professional development has an effect size of 0.62 which is in the zone of desired effects. (Hattie, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, p. 119-121).
    - Wei, Darling-Hammond, and Adamson found, "Rigorous scientific studies have shown that when high-quality [professional development] approaches are sustained by providing teachers with 50 or more hours of support per year, student test scores rise by an average of 21 percentage points" (Wei, Ruth C., Linda Darling-Hammond, and Frank Adamson. 2010. Professional Development in the United States: Trends and Challenges, Phase II of a Three Phase Study, Technical Report. Dallas, TX: National Staff Development Council and Stanford Center for Opportunity Policy Education in Education. P. 1)