

3/25/2014



**Orange Unified School District**

**Local Control Accountability Plan  
2014-2017**

3/25/2014

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

**LEA: Orange Unified School District      Contact (Name, Title, Email, Phone Number): Michael L. Christensen, Superintendent      LCAP Year: 2014-2017**

**Introduction:**

***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

**B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

***Instructions:*** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

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

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

- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

The Stakeholder involvement process began prior to the State Board Adoption the LCAP template in late March 2014 in order to allow many opportunities for the community to provide information to the LCAP process. As part of the Orange Unified School District continuous improvement cycle, Principals review student data in the "Student Achievement Conferences" held annually each fall with the Superintendent, Executive Cabinet and Educational Services Staff. The important process of aligning data to the instructional interventions is then detailed at the schools sites with the relevant stakeholders to set goals annually for student achievement. These school site council meetings are held in October with parents and the relevant stakeholders providing input.

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

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

Basic Services – Teacher credentialing, Williams Textbook Sufficiency, Conditions of Facilities  
Common Core Implementation – Teacher participation in Professional Development - Awareness, Transition and Implementation  
Parent Involvement – Participation in committees, survey results, WASC and Single School Plan Development, DELAC, DAC, and additional stakeholder meetings on the chart below (GATE, ETAC, Foster Youth Committee, Special Ed CAC)  
Student Achievement – Students and subgroups reaching proficiency, API and subgroup performance, graduation & dropout rates, graduates completing UCC/CSU courses, English Learner Reclassification Rates, CELDT scores, Title III Program Report data, Advanced Placement Scores & Access, College Board Online Reports, EAP results, 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 PTA involvement rubric process  
School Climate – Suspension, expulsion and truancy rates, California Healthy Kids Survey, School Site Council Input, school climate surveys, Positive Behavior Intervention Support data  
Course Access – AERIES course database on AP, AVTD and 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 and Statewide Academic Awards and Challenges

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?

The LCAP draft will be presented to the DELAC and DAC at their April Meetings with the analysis of the stakeholder survey results and comments received will be used for additional refinement of the LCAP and included in this section of the LCAP. In addition, all survey input would be included in this section with a chart of the site level meetings used to gather input.

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01? English Learners and low socioeconomic (SES) parents were engaged through the monthly meetings of the DELAC/Title I DAC and the school site ELAC/SSC meetings. In addition, Foster Youth parents were sent a specific survey and a meeting was held at the district office to identify their unique needs. Low Socioeconomic students (SES) and their parents were included in all aspects of the planning meetings in the chart below, but specially through the required LCAP meetings at local schools sites with a significant number of low SES students.

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

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The annual update of student data will involve the sharing of the relevant data identified in number 3 in the continuous improvement cycle of the annual "student achievement conferences". In addition, the local school site meetings review the relevant interventions and services pertaining to student outcomes and data metrics. This will be shared at the annual review and new goals and actions will be tailored to student needs and incorporated in the LCAP.

### LCAP Stakeholder Engagement Process – Timeline Table

Sept 4 – Superintendent's Forum – Certificated and Classified Employees
Sept 11 - Student Achievement Conference – Elementary Principals Cluster Data Analysis
Sept 13 - OUSD DELAC – Discuss student achievement and LCFF
Sept 18 - Student Achievement Conference – Elementary Principals Cluster Data Analysis
Sept 25 - Student Achievement Conference – Elementary Principals Cluster Data Analysis
Oct. 2 – Superintendent's Forum – Certificated and Classified Employees
Oct 9 - Student Achievement Conference – Secondary Principals Cluster Data Analysis
Oct 18 - OUSD DELAC – Discuss student achievement and LCAP input
Oct 22 – Curriculum Council Planning and Input
Oct 30 – District Advisory Council (DAC) Meeting – Review data / discuss budget
Nov 6 – Superintendent's Forum – Certificated and Classified Employees
Nov 12 – Common Core Parent Training /LCAP Input
Nov. 14 – OUSD Board Meeting LCAP Update
Nov 18 – Common Core Parent Training /LCAP Input
Nov 19 – Curriculum Council Planning and Input
Dec. 2 - OUSD Educational Technology Advisory Committee (ETAC) - LCAP priorities
Dec 9 - OUSD DELAC – Discuss LCAP priorities and survey input
Jan 13 - OUSD Gifted & Talented Education (GATE) Community Advisory Committee (CAC)
Jan 23 – OUSD Board Meeting LCAP Update
Jan 29 - District Advisory Council (DAC) Meeting – Review data / discuss budget & LCAP priorities
Feb 3 – OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
Feb 10 – OUSD Educational Services Meeting – LCAP Community Survey Summary Report, Data analysis, Goals and Priorities
Feb 11 – OUSD Elementary Principals Meeting – LCAP Continuous Input Process/Planning
Feb 13 – OUSD Secondary Principals Meeting – LCAP Continuous Input Process/Planning
Feb 18 – OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
Feb 18 – OUSD Special Education Community Advisory Committee (CAC) – Input/Planning
Feb 25 – OUSD Curriculum Council - LCAP Continuous Input Process/Planning
Feb 28 – OUSD Program Improvement/Common Core Meeting – Refine LCAP Goals
Mar 10 -OUSD Educational Services Meeting – LCAP Community Survey Summary Report, Data analysis, Goals and Priorities
Mar 10 – OUSD Gifted & Talented Education (GATE) Community Advisory Committee (CAC)
Mar 14 – OUSD DELAC - LCAP Planning/Review

- Mar 14 - OUSD Program Improvement/Common Core Meeting – Refine LCAP Goals
- Mar 17 - OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
- Mar 17 – OUSD Parent Common Core and LCFF Parent Input Meeting
- Mar 18 – OUSD Elementary Principals Meeting –LCAP Planning/Review
- Mar 20 – OUSD Secondary Principals Meeting – LCAP Planning/Review
- Mar 21 – OUSD Educational Technology Advisory Committee (ETAC) - LCAP Planning/Review
- Mar 24 - OUSD Parent Common Core and LCFF Parent Input Meeting
- Mar 25 - OUSD Curriculum Council - LCAP Planning/Review/Consult
- Mar 26 – OUSD District Advisory Council (DAC) - LCAP Planning/Review/Consult
- Mar 27 - OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
- Mar 27 – OUSD LCAP Meeting – Foster Youth Focus Group
- Mar 28 - OUSD Program Improvement/Common Core Meeting – Refine LCAP Goals
- April 8 - OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
- April 11 – OUSD DELAC – LCAP Planning/Review
- April 14 - OUSD Educational Services Meeting – LCAP Data analysis, Goals and Priorities
- April 15 – OUSD Elementary Principals Meeting – LCAP Planning/Review/Consult
- April 15 – OUSD Special Education CAC – LCAP Planning/Review/Consult
- April 17 – OUSD Secondary Principals Meeting – LCAP Planning/Review/Consult
- April 17 - OUSD Board Meeting – LCAP Board Update
- April 18 - OUSD Program Improvement/Common Core Meeting – Refine LCAP Plan
- April 22 - OUSD Curriculum Council - LCAP Review/Consult – Draft
- April 22 –OUSD District Advisory Council (DAC) - LCAP Update and Review/Consult – Draft
- May 5 - OUSD ETAC - LCAP Update / Technology Plan Update – Review/Consult -Draft
- May 8 – OUSD Board Meeting – LCAP Public Hearing
- May 12 – OUSD GATE CAC – LCAP Review/Consult
- May 12 - OUSD Educational Services Meeting – LCAP Data analysis, Goals and Priorities
- May 13 - OUSD Elementary Principals Meeting – LCAP Update - Review/Consult
- May 15 - OUSD Secondary Principals Meeting – LCAP Update - Review/Consult
- May 21 – OUSD District Advisory Council (DAC) - LCAP Update – Review/Consult
- May 20 – OUSD Special Education CAC – LCAP Update- Review/Consult
- May 23 - OUSD DELAC – LCAP Update Review/Consult
- May 27 - OUSD Curriculum Council - LCAP Update Review/Consult
- June 5 – OUSD Board Meeting - Final LCAP Board approval

**Section 2: Goals and Progress Indicators**



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*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

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

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

**Priority 1: Basic**

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

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

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

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

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

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

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

**Priority 7: Course Access**

**Goal #7:** Increase Career Technical Education (CTE) resources and student participation in CTE and STEAM courses.

**Goal #8:** Increase courses to enhance college and career opportunities for all students, such as AVID, ERWC, AP, IB, and A-G 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 21<sup>st</sup> century learners, the LEA recognizes the need to move from teacher-directed, whole group instruction to a balanced learner-centered environment that fosters vibrant engagement, real-life application, and information/communication technologies.

**Priority 4: Pupil Achievement**

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

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

**Priority 8: Other Pupil Outcomes**

**Goal #11:** Increase pupil enrollment in and resources/services for AVID, GATE, Honors, AP, IB, A-G courses, ERWC, CTE, and STEAM to improve student college and career readiness.

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

**Main goal:** *Student and parent engagement will be promoted through an increased sense of safety and school connectedness.*  
In order for our students to become career and college ready, it is essential that they experience teamwork, networks, and community in order to understand how they fit and impact the larger local and global contexts.

**Priority #3: Parent Involvement**

**Goal #12:** Increase parent involvement workshops and activities, stakeholder engagement trainings, and parent input in decision making practices at district and schools, especially with English Learners, low income, and foster youth parents.

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

**Priority 5: Pupil Engagement**

**Goal #14:** Increase pathways to college and career programs and support systems to engage students at district and schools

**Goal #15:** Increase student engagement through use of technology

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

**Goal #17:** Increase graduation rate and reduce dropout rate (8-12<sup>th</sup> grades). (Note: Add action to support more interventions for students prior to going to Access and county programs.)

**Priority 6: School Climate**

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

**Goal # 19:** Increase awareness and access to counseling and other mental health services to improve student outcomes.

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

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

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