



## **Orange Unified School District**

# **Local Control and Accountability Plan 2014-2017**

### **Orange Unified School District Board Of Education**

John Ortega	President
Alexia Deligianni, Ed.D	Vice President
Mark Wayland	Clerk
Rick Ledesma	Member
Kathryn Moffat	Member
Diane Singer	Member
Timothy Surridge	Member

**Michael L. Christensen, Superintendent of Schools**

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

**Introduction:**

LEA: Orange Unified School District Michael L. Christensen, Superintendent, Ph (714) 628-4533, superintendent@orangeusd.org LCAP Year: 2014-2017

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

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

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

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

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

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

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

## **State Priorities**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

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

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

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

## **Section 1: Stakeholder Engagement**

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

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

### **Guiding Questions:**

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

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

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

**The Stakeholder involvement process began prior to the State Board Adoption the LCAP template in late March 2014 in order to allow many opportunities for the community to provide information to the LCAP process. As part of the Orange Unified School District continuous improvement cycle, Principals review student data in the "Student Achievement Conferences" held annually each fall with the Superintendent, Executive Cabinet and Educational Services Staff. The important process of aligning data to the instructional interventions is then detailed at the schools sites with the relevant stakeholders to set goals annually for student achievement. These school site council meetings are held in October with parents and the relevant stakeholders providing input. In addition, the annual review the District Student Achievement Results (API/AYP) and action plans are shared with the District Advisory Council (DAC), the District English Learner Advisory Council (DELAC), and Superintendent's Employee Forum.**

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

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

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

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

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

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

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

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

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

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

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

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

## Summary Report

### Local Control Funding Formula (LCFF) Community Survey

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

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

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

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

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

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

- **Encouraging Students** – Make learning more fun, interesting and more hands on. In addition, provide morale boosting activities, positive support systems, and more student involvement **(180)**
- **Availability of Counselors/Teachers to students** – Have counselors /teachers be more available to students, counselors /teachers need to be more invested in working with students. They need to be available to keep track and help guide students; have counselors meet regularly with students. **(175)**
- **Intervention/Tutoring** - Provide Saturday /Summer School, more intervention for those students that are failing, peer tutoring, credit recovery options and one-on-one tutoring sessions **(157)**
- **College Awareness** - Promote College to students at an early age and emphasize the importance of getting an education **(83)**

- **Encourages Involvement** - Encourage students and parents to get involved early on with the schools **(20)**
- **Reduce class work/courses** - Less homework and fewer credits to graduate from high school **(14)**
- **Parent Outreach** - Increase parent/school line of communication and provide parent trainings **(12)**
- **Vocational Classes** - Bring back vocational courses such as wood shop, metal shop etc. **(10)**

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

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

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

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

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

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

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

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

### LCAP Stakeholder Engagement Process – Timeline

- Sept. 4 - Superintendent’s Forum – Certificated and Classified Employees
- Sept. 11 - Student Achievement Conference – Elementary Principals Cluster Data Analysis
- Sept. 13 - OUSD District English Learners Advisory Committee (DELAC) – Discuss student achievement and LCFF
- Sept. 18 - Student Achievement Conference – Elementary Principals Cluster Data Analysis
- Sept. 25 - Student Achievement Conference – Elementary Principals Cluster Data Analysis
- Oct. 2 - Superintendent’s Forum – Certificated and Classified Employees
- Oct. 9 - Student Achievement Conference – Secondary Principals Cluster Data Analysis
- Oct. 18 - OUSD District English Learners Advisory Committee (DELAC) – Discuss student achievement and LCAP input
- Oct. 22 - Curriculum Council Planning and Input
- Oct. 30 - District Advisory Council (DAC) Meeting – Review data / discuss budget
- Nov. 6 - Superintendent’s Forum – Certificated and Classified Employees
- Nov. 12 - Common Core Parent Training /LCAP Input
- Nov. 14 - OUSD Board Meeting LCAP Update
- Nov. 18 - Common Core Parent Training /LCAP Input
- Nov. 19 - Curriculum Council Planning and Input
- Dec. 2 - OUSD Educational Technology Advisory Committee (ETAC) - LCAP priorities
- Dec. 9 - OUSD District English Learners Advisory Committee (DELAC) – Discuss LCAP priorities and survey input
- 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 District English Learners Advisory Committee (DELAC) - LCAP Planning/Review
- Mar. 14 - OUSD Program Improvement/Common Core Meeting – Refine LCAP Goals
- Mar. 17 - OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
- Mar. 17 - OUSD Parent Common Core and LCFF Parent Input Meeting
- Mar. 18 - OUSD Elementary Principals Meeting –LCAP Planning/Review
- Mar. 20 - OUSD Secondary Principals Meeting – LCAP Planning/Review
- Mar. 21 - OUSD Educational Technology Advisory Committee (ETAC) - LCAP Planning/Review
- Mar. 24 - OUSD Parent Common Core and LCFF Parent Input Meeting
- Mar. 25 - OUSD Educational Services Directors consult with Orange Unified Education Association (OUEA) on the Draft LCAP
- Mar. 25 - OUSD Curriculum Council - LCAP Planning/Review/Consult
- Mar. 26 - OUSD District Advisory Council (DAC) - LCAP Planning/Review/Consult
- Mar. 27 - OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
- Mar. 27 - OUSD LCAP Meeting – Foster Youth Focus Group
- Mar. 28 - OUSD Program Improvement/Common Core Meeting – Refine LCAP Goals
- April 8 - OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
- April 9 - OUSD Human Resources consults with OUSD CSEA leadership on the Draft LCAP
- April 11 - OUSD District English Learners Advisory Committee (DELAC) – LCAP Draft review and planning
- April 14 - OUSD Educational Services Meeting – LCAP Draft review, Data analysis, Goals, Priorities and expenditure alignment
- April 15 - OUSD Elementary Principals Meeting – LCAP Draft Review and Consult
- April 15 - OUSD Special Education Community Advisory Committee (CAC) – LCAP Update Review and Consult
- April 17 - OUSD Secondary Principals Meeting – LCAP Update Planning/Review/Consult
- April 17 - OUSD Board Meeting – LCAP Board Update
- April 18 - OUSD Program Improvement/Common Core Meeting – Refine LCAP Draft Plan
- April 21 - OUSD Human Resources/Educational Services consults with OUSD CSEA leadership on the LCAP
- April 22 - OUSD Educational Services Directors and Human Resources consult OUEA Leadership Committee on the Draft LCAP
- April 22 - OUSD Curriculum Council – LCAP Review/Consult – Draft
- April 22 - OUSD District Advisory Council (DAC) - LCAP Update and Review/Consult – Draft
- April 23 - OUSD Foster Youth Parent Advisory Committee- LCAP Update and Review/Consult- Draft
- May 5 - OUSD Educational Technology Advisory Committee (ETAC) - LCAP Update / Technology Plan Update – Review/Consult –Draft
- May 6 - OUSD Human Resources/Educational Services consults with OUSD CSEA leadership on the LCAP
- May 8 - OUSD Board Meeting – Budget and LCAP Public Hearing
- May 12 - OUSD Gifted & Talented Education (GATE) Community Advisory Committee (CAC)–LCAP Update Review and Consult
- May 12 - OUSD Educational Services Meeting – LCAP Data analysis, Goals and Priorities
- May 13 - OUSD Elementary Principals Meeting – LCAP Update - Review/Consult
- May 15 - OUSD Secondary Principals Meeting – LCAP Update - Review/Consult
- May 21 - OUSD District Advisory Council (DAC) - LCAP Update – Review/Consult
- May 20 - OUSD Special Education Community Advisory Committee (CAC) – LCAP Update- Review/Consult
- May 23 - OUSD District English Learners Advisory Committee (DELAC) – LCAP Update Review/Consult
- May 27 - OUSD Curriculum Council - LCAP Update Review/Consult
- June 5 - OUSD Board Meeting - Final Budget and LCAP Board approval

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

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

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

### **Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

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

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

### **Priority 1: Basic**

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

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

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

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

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

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

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

**Priority 7: Course Access**

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

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

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

**Pupil Outcomes - Main Goal:** *All students will attain mastery or demonstrate academic growth towards mastery in core content areas.*

As students move toward becoming proficient 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 and Performing Arts, Physical Education and English Language Development, with additional technology support to enhance student achievement and monitor student progress.

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

**Priority 8: Other Pupil Outcomes**

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

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

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

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

**Priority #3: Parent Involvement**

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

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

**Priority 5: Pupil Engagement**

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

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

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

**Goal #17:** Increase graduation rate and reduce dropout rate (8-12<sup>th</sup> grades).

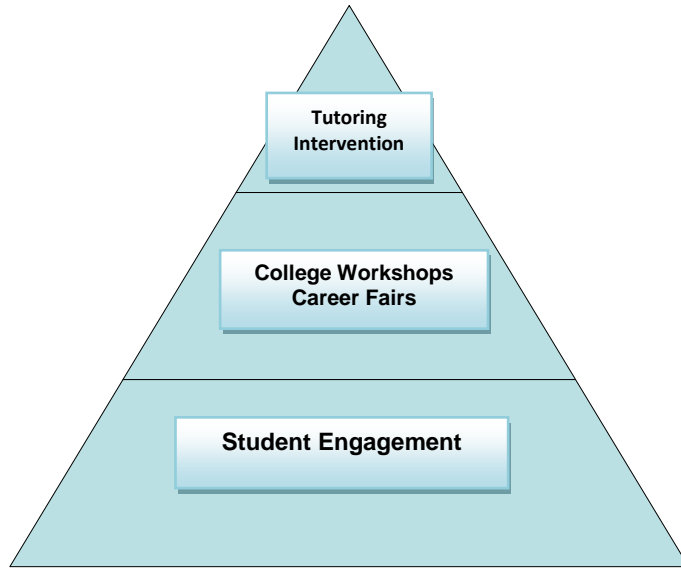
**Priority 6: School Climate**

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

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

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

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

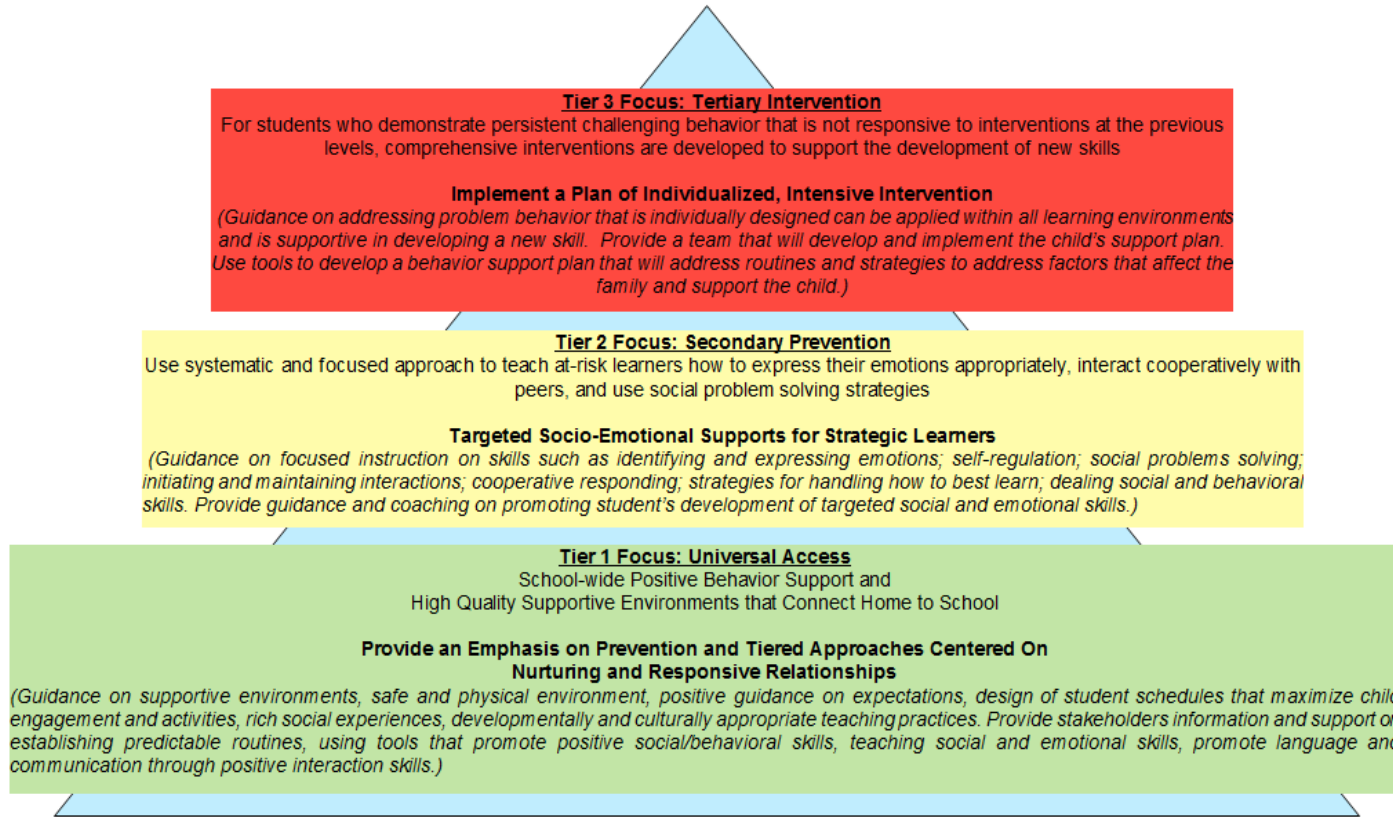


The "Social-Emotional" Pyramid to increase student achievement includes student engagement strategies at the base of the pyramid. Connections to real-life applications through college and careers readiness prepare students for graduation, and interventions are available, if required. Aligned to the District Rtl<sup>2</sup> pyramid, the LCAP emphasized more student-centered support.

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

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

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



- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

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

**identified and aligned to district goals with resources and program expenditures planned and approved by School Site Council at the beginning of each school year.**

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

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?

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

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Need:</b> A broad range of standards aligned instructional materials that facilitate language acquisition and access to the core <b>Metric:</b> , CELDT (or ELPAC) scores, CAASPP	All English learners, Foster Youth, and Low Income students will have access to a broad range of standards aligned instructional materials	English Learners Foster Youth Low Income	All schools		Students will have access to instructional materials that can help English Learners, Foster Youth, and Low Income students acquire language, access the core, and improve reading proficiency.	Students will have access to instructional materials that can help English Learners, Foster Youth, and Low Income students acquire language, access the core, and improve reading and writing proficiency.	Students will have access to instructional materials that can help English Learners, Foster Youth, and Low Income students acquire language, access the core, and improve reading, writing, listening, and speaking proficiency.	Priority 1: Basic Services (Goal #3)
<b>Need:</b> Training for all teachers on ELD standards and strategies to support English Learners <b>Metric:</b> Teacher survey, CELDT (or ELPAC) scores, CAASPP	Teachers will receive professional development on research-based strategies, 2012 English Language Development (ELD) Standards, and English Language Arts (ELA)/English Language Development (ELD) Framework to improve English Learner attainment of English proficiency while mastering content.	English Learners	All schools		Students will be taught by teachers who have received an overview training on 2012 English Language Development standards.	Students will be taught by teachers who have received <b>more in depth</b> training on 2012 ELD standards <b>and instructional strategies to support English Learners acquisition of the ELD standards and Common Core State Standards (CCSS).</b>	Students will be taught by teachers who have received <b>intensive</b> training on 2012 ELD standards, <b>ELA/ELD Framework</b> , instructional strategies to support English Learners acquisition of the ELD and CCSS, <b>including integrated ELD in all core content areas.</b>	Priority 2: Implementation of State Standards and ELD Standards (Goals #4 and #5)



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Need:</b> 75% of foster youth perform below grade level; 50% of foster youth complete a GED or Diploma <b>Metric:</b> OCDE report (9/2013)	All foster youth will have appropriate supports and services as part of their educational program	Foster Youth	All schools		Students will be supported by staff who have an increased awareness of the needs and appropriate supports for foster youth	Students will have access to additional services provided by <b>Mental Health funded counselors</b> , including collaboration by district personnel.	All foster youth students will participate in a <b>community mentor</b> program that exposes them to post high school opportunities.	Priority 5: Pupil Engagement (Goals #16 and #17)  Priority 6: School Climate (Goal #19)
<b>Need:</b> Increase support for teachers to increase student achievement <b>Metric:</b> Teacher survey, CELDT scores and CAASPP	Increase services to support English Learners, Low Income, and Foster Youth students	English Learners Low Income Foster Youth	All schools		Students with diverse needs will be taught by teachers supported by additional <b>Academic Language support</b> staff and instructional specialist.	Students with diverse needs will be taught by teachers who will be supported in <b>improving lesson design</b> .	Students with diverse needs will be taught by teachers utilizing lessons which include <b>research based effective strategies</b> .	Priority 2: Implementation of State Standards and ELD Standards (Goal #6)
<b>Need:</b> Students to engage more in their comprehensive learning environment <b>Metric:</b> Staff and student surveys, PD, reflective learning walks	Increased opportunities to access core through co-teaching	Foster Youth Special Education Low Income EL Homeless	All schools		Students have increased access to <b>co-taught</b> (special education/core content teacher co-teach) core academic classes (2 additional sections).	Students have increased access to <b>co-taught core academic classes</b> (1 additional section).	Students have increased access to <b>co-taught core academic classes</b> (1 additional section).	Priority 4: Pupil Achievement (Goal #9)  Priority 5: Pupil Engagement (Goal #14)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> Increase number of English Learners , RFEPs, Foster Youth, and Low Income students enrolled in ERWC, CTE and A-G courses</p> <p><b>Metric:</b> Percentage of students enrolled in above courses</p>	Increase percent of English learners, Reclassified Fluent English Proficient students (RFEPs), Foster Youth, and Low Income students that are enrolled in Expository Reading Writing Courses (ERWC), A-G courses, as well as the percentage of English Learners and Low Income students enrolled in Career Technical Education (CTE) courses.	English Learners Low Income RFEPs Foster Youth	All schools		English Learners, Reclassified Fluent English Proficient students, Foster Youth and Low Income students will gain access by at an increase of 1% enrolled in Expository Reading Writing Courses, A-G courses and CTE courses.	English Learners, Reclassified Fluent English Proficient students, Foster Youth and Low Income students will gain access by at an increase of 1% enrolled in Expository Reading Writing Courses, A-G courses and Career Technical Education courses.	English Learners, Reclassified Fluent English Proficient students, Foster Youth and Low Income students will gain access by at an increase of 1% enrolled in Expository Reading Writing Courses, A-G courses and Career Technical Education courses.	<p>Priority 7: Course Access (Goal #7 and #8)</p> <p>Priority 8: Other Pupil Outcomes (Goal #11)</p>
<p><b>Need:</b> Increase percentage of English Learner students showing growth towards English proficiency</p> <p><b>Metric:</b> CELDT and other local measures.</p>	Annually increase the percentage of English Learner students showing growth towards English proficiency and reclassifying to Fluent English Proficient status, as measured by the CELDT and district benchmark assessments.	English Learners	All schools		Increased number of students will achieve English Proficiency by meeting state goals - Annual Measurable Achievement Objective 1 (AMAO 1) and Annual Measurable Achievement Objective (AMAO 2)- and reclassifying, so they can take a broader course of study by 1%	Increased number of students will achieve English Proficiency by meeting state goals (AMAO 1 and AMAO 2) and reclassifying, so they can take a broader course of study by 1%	Increased number of students will achieve English Proficiency by meeting state goals (AMAO 1 and AMAO 2) and reclassifying, so they can take a broader course of study by 1%	<p>Priority 4: Pupil Achievement (Goal #9)</p> <p>Priority 8: Other Pupil Outcomes (Goal #11)</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> To increase mastery of content by noted subgroups  <b>Metric:</b> OCDE Report (9/2013), CAASPP data, CELDT</p>	<p>Foster Youth, Special Ed, Low Income, English Learners, and struggling Reclassified Fluent English Proficient (RFEP) and Homeless students will have opportunities to participate in interventions during the school day, as well as an extended day academic program as needed</p>	<p>Foster Youth                      Special Education                      Low Income                      English Learners                      RFEP                      Homeless</p>	<p>All schools</p>		<p>Increase student access to extended day/after school academic program for intervention support by 1%</p>	<p>Increase student access to extended day/after school academic program for intervention support by an additional 1%</p>	<p>Increased student access to extended day/after school academic program for intervention support by an additional 1%</p>	<p>Priority 5: Pupil Achievement (Goal #10)</p>
<p><b>Need:</b> Increase parent involvement  <b>Metric:</b> DELAC, ELAC, and Title I DAC sign ins, parent surveys</p>	<p>Increase parent participation at advisory committees, which include English Learners, Title I, Foster Youth, Special Education, Superintendent's parent advisory committee, so parents can be active participants in the education of their children.</p>	<p>English Learners                      Low Income                      Foster Youth                      Special Education</p>	<p>All schools</p>		<p>Through the increased participation by 1% of parents attending advisory committee meetings, students will gain additional support at home to improve their academic experience</p>	<p>Through the increased participation by 1% of parents attending advisory committee meetings, students will gain additional support at home to improve their academic experience</p>	<p>Through the increased participation by 1% of parents attending advisory committee meetings, students will gain additional support at home to improve their academic experience</p>	<p>Priority 3: Parent Involvement (Goal #12)                       Priority 6: School Climate (Goal #18)</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> Increase English Learners, Foster Youth, and Low Income students CAHSEE passing rates grad. rates</p> <p><b>Metric:</b> CAHSEE passing rates grad. rates</p>	Increase the high school graduation rate for English learners, Foster Youth, and Low Income students and the percentage passing both parts of the California High School Exit Exam (CAHSEE).	English Learners Foster Youth Low Income	All Schools		Students will have improved opportunities for college and career through increase in number of English Learners, Foster Youth, and Low Income students passing both California High School Exit Exam (CAHSEE) parts & increase in graduation rate by 1%	Students will have improved opportunities for college and career through increase in number of English Learners, Foster Youth, and Low Income students passing both California High School Exit Exam (CAHSEE) parts and increase in grad. Rate by 1%	Students will have improved opportunities for college and career through the increase number of English Learners, Foster Youth, and Low Income students passing both California High School Exit Exam (CAHSEE) parts and increase in graduation rate by 1%.	Priority 5: Pupil Engagement (Goal #17)

- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP? **This information is detailed in the chart below.**
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?

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

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

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

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

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

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

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

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison? **N/A at this time. Annual Update next year**

**Section 2: Goal and Progress Indicator Chart for All Students**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> To have all teachers appropriately assigned and fully credentialed</p> <p><b>Metric:</b> CALPADS report, BTSA reports, Teacher and student surveys</p>	Goal #1: Teachers appropriately assigned and fully credentialed	All pupils	All schools		All students will be taught by appropriately assigned and fully credentialed teachers who reflectively identify and document evidence of changes made in instructional practice.	All students will be taught by teachers appropriately assigned and fully credentialed, <b>including newly hired teachers</b> , who will be able to compare and document the impact of changes in instructional practice on student achievement.	All students will <b>continue</b> to be taught by teachers appropriately assigned and fully credentialed including newly hired teachers who reflectively the impact of changes in instructional practices on student achievement.	Priority 1: Basic
<p><b>Need:</b> Schools are safe and conducive for learning.</p> <p><b>Metric:</b> SARC, Technology Inventory, William Facilities Report, student survey, facility survey</p>	Goal #2: All school facilities in good or excellent standing	All pupils	All schools		Students will attend facilities in good standing and the District is considering pursuing a modernization bond for the high schools	Students will attend good facilities and the District will survey all the facilities to determine modernization needs	Students will attend good standing facilities and continue to pursue upgrades to facilities and improve standings in the Williams Report	Priority 1: Basic
<p><b>Need:</b> A broad range of standards aligned instructional materials that facilitate language acquisition and access to the core</p>	Goal #3: Standards aligned instructional materials	All pupils	All schools		Students will have increased access to CCSS through standards aligned <b>ELA and elementary math</b> instructional materials.	Students will have increased access to CCSS through standards aligned <b>ELA and middle school math</b>	Students will have increased access to CCSS through standards <b>aligned ELA, high school math, and science</b> instructional materials.	Priority 1: Basic

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Metric:</b> CAASPP						instructional materials.		
<b>Need:</b> Continue to close the achievement gap to ensure that all students are on track to graduate college & career ready. <b>Metric:</b> Graduation rates, local benchmark assessments, CAASPP.	Goal # 4: Professional development focused on 21 <sup>st</sup> century teaching and learning.	All pupils	All schools		Students are instructed by teachers, who <b>engage in a variety of Professional Development</b> options to enhance 21 <sup>st</sup> century instruction and core content.	Students are instructed by teachers, who <b>continue to develop and refine a balanced instructional design.</b>	Students are instructed by teachers who <b>utilize teacher rounds to continue to reflect and refine their 21<sup>st</sup> century instruction.</b>	Priority 2: Implementation of Common Core State Standards and ELD Standards
<b>Need:</b> Increase student mastery of CCSS and ELD Standards <b>Metric:</b> Local benchmark assessments, CAASPP.	Goal # 5: Professional development focused on CCSS and ELD Standards	All pupils	Secondary schools		Students are instructed by teachers who participate in a <b>district wide PD</b> that focuses on the integration of the CCSS ELA/ELD frameworks.	Students are instructed by teachers who continue to create, revise and reflect <b>on subject matter lesson/unit plans.</b>	Students are instructed by teachers who participate in <b>teacher rounds to continue building in-house expertise</b> in all core content areas.	Priority 2: Implementation of State Standards and ELD Standards
<b>Need:</b> Enhance the ability to provide a balanced instructional framework within all core classes. <b>Metric:</b> CAASP, CELDT scores, teacher surveys	Goal #6: Increase supplemental resources, materials, and services to ensure academic student success	All pupils and subgroups	All schools		Students will have increased access to supplemental materials, such as <b>non-fiction texts and computer-based instructional programs.</b>	Students will have increased access to supplemental materials and computer based programs that <b>will bridge identified gaps in learning.</b>	All students will have access to supplemental materials and computer based programs that <b>will meet individual needs and enrich their learning.</b>	Priority 2: Implementation of State Standards and ELD Standards
<b>Need:</b> Prepare students for rapidly growing STEAM related industries/careers.	Goal #7: Increase resources and participation in Career Technical Education	All pupils and subgroups	All schools		<b>Elementary/ Middle school</b> students will engage in STEAM related activities that	<b>All Middle school students will have access</b> to curriculum that	<b>All Middle school students will enter high school</b> with the opportunity to continue exploring any of the	Priority 5: Pupil Engagement  Priority 7: Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Metric:</b> CTE and STEAM course enrollment data, Student and teacher surveys	(CTE) and STEAM (Science, Technology, Engineering, Arts, and Math)				facilitate discovery, <b>problem solving</b> , and creative thinking.	encompasses technology and scientific inquiry.	<b>fifteen CTE sectors.</b>	
<b>Need:</b> Prepare students to graduate high school, increased college /career opportunities <b>Metric:</b> Course enrollment data, a-g completion	Goal #8: Increase access to college and career opportunities for students	All pupils and subgroups	All secondary schools		Increase by 1% the number of students enrolled in CTE, AVID, GATE, Honors, AP, IB, A-G Courses, ERWC, CTE and STEAM courses.	Increase by an additional 1% the number of students enrolled in CTE, AVID, GATE, Honors, AP, IB, A-G Courses, ERWC, CTE/STEAM	Increase by an additional 1% the number of students enrolled in CTE, AVID, GATE, Honors, AP, IB, A-G Courses, ERWC, CTE and STEAM courses.	Priority 5: Pupil Engagement  Priority 7: Course Access
<b>Need:</b> Increase student achievement and access to technology. <b>Metric:</b> LCFF Stakeholder Community Survey, CAASPP, Advisory Committees input	Goal #9: Increase student competency in all subject areas, with technology support and progress monitoring	All pupils and subgroups	All schools		Increase student competency in ELA, Math, and Science by 1%.	Increase student competency in ELA, Math, and Science by an additional 1%.	Increase student competency in ELA, Math, and Science by an additional 1%.	Priority 4: Pupil Achievement
<b>Need:</b> Provide students with academic support in order to close the achievement gap. <b>Metric:</b> CAASPP, CELDT, College and Career readiness data, CAHSEE	Goal# 10: Extended Day programs and interventions	All pupils and Subgroups, especially English Learners, Low Income, and Foster Youth	All schools		Increased student access to extended day/after school academic program for intervention support by 1%	Increased student access to extended day/after school academic program for intervention support by an additional 1%	Increased student access to extended day/after school academic program for intervention support by an additional 1%	Priority 4: Pupil Achievement



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> To increase pupil enrollment in courses for college and career readiness</p> <p><b>Metrics:</b> Enrollment data, Student reported interest in college preparation and assessment.</p>	Goal #11: Increase enrollment in courses for college and career readiness	All pupils and subgroups	All schools	.	Increase by 1% the number of students in AVID, GATE, Honors, AP, IB, ERWC, A- G courses, CTE and STEAM courses.	Increase by an additional 1% the number of students in AVID, GATE, Honors, AP, IB, ERWC, A-G courses, CTE and STEAM courses.	Increase by an additional 1% the number of students in AVID, GATE, Honors, AP, IB, ERWC, A-G courses, CTE and STEAM courses.	Priority 4: Pupil Achievement
<p><b>Need:</b> Parents indicated the need for increased training to actively participate in their child's education.</p> <p><b>Metric:</b> LCFF Stakeholder Community Survey, Parent satisfaction surveys, parent enrollment in workshops and activities</p>	Goal #12: Increase parent involvement workshops, activities and input opportunities	All pupils and subgroups	All schools		Parents will be better equipped to <b>actively participate in their child's education</b> after attending a variety of offered trainings and input opportunities on such topics as technology and parental empowerment.	<b>Increase the number of parents better equipped to actively participate</b> in their child's education after attending a variety of offered trainings and input opportunities on such topics as CCSS and technology, by 1%.	Increase the number of parents better equipped to actively participate in their child's education after attending a variety of offered trainings and input opportunities on such topics as technology and <b>parental empowerment</b> , by an additional 3%.	Priority 3: Parent Involvement
<p><b>Need:</b> Access to resources and services for all parents.</p> <p><b>Metric:</b> Various parent surveys, and access &amp; enrollment in training and participating in child's education</p>	Goal #13: Increase resources and services to improve parent involvement	All pupils and subgroups	All schools		Parents will have access to services that will enable active participation in their child's education as measured by <b>district developed baseline survey</b> .	<b>Increase by 1% the parents who feel</b> they actively participate in their child's education as indicated in the survey.	<b>Increase by an additional 1%</b> the parents who feel empowered to actively participate in their child's education as indicated in the annual parent survey.	Priority 3: Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Need:</b> An increased access to college and career pathways <b>Metric:</b> Course enrollments, student surveys	Goal #14: Increase pathways to college and career programs and provide resources and support systems to engage students at district and schools.	All pupils and subgroups	All Secondary schools		Students will be <b>more engaged in their learning.</b>	<b>Increase by 1%</b> the number of students who state they are more engaged in their learning.	<b>Increase by an additional 1%</b> the number of students who state they are more engaged in their learning.	Priority 5: Pupil Engagement
<b>Need:</b> Increase student engagement. <b>Metric:</b> LCFF Stakeholder Community survey, student surveys	Goal # 15: Increase student engagement through student and teacher use of technology	All pupils and subgroups	All schools		Students will engage <b>weekly</b> with technology.	Students will engage with technology <b>daily</b> in one or more subject areas.	Students will engage with technology <b>daily in two or more subject areas.</b>	Priority 5: Pupil Engagement
<b>Need:</b> Increase student attendance <b>Metric:</b> ADA Reports	Goal #16: Improve student attendance	All pupils and subgroups	All schools		Student attendance will meet or exceed rate from the previous year.	Student attendance will meet or exceed rate from the previous year.	Student attendance will meet or exceed rate from the previous year.	Priority 5: Pupil Engagement
<b>Needs:</b> Increase graduation rates <b>Metric:</b> Graduation	Goal #17: Increase graduation rates	All pupils and subgroups	All secondary schools		Graduation rate will increase by 0.25% from the previous year.	Graduation rate will increase by 0.25% from the previous year.	Graduation rate will increase by 0.25% from the previous year.	Priority 5: Pupil Engagement
<b>Need:</b> Improve school climate to engage student learning. <b>Metric:</b> California Healthy Kids Survey and other staff, parent, and student surveys.	Goal #18: Increase resources and services to improve school climate	All pupils and subgroups	All schools		Students, parents, and staff will provide feedback on school safety, connectedness, and motivation.	An increased number of students, parents, and staff will provide positive feedback on school safety, connectedness, and motivation.	An increased number of students, parents, and staff will provide positive feedback on school safety, connectedness, and motivation.	Priority 6: School Climate
<b>Need:</b> Increased access to counseling and mental health services	Goal #19: Increase counseling and other mental health services	All subgroups	All schools in LEA		Students will have access to an increased number of counselors and mental health	By increased access to counselors and mental health services, student	By increased access to counselors and mental health services, student incidents of behavior referrals will	Priority 5: Student Engagement

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

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

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?

- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

**See below chart.**

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

**Section 3: Actions, Services and Expenditure Chart**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1	Priority 1: Basic	Teacher Quality/ Beginning Teacher Support and Assessment (BTSA) (Mentorship, highly qualified teacher authorizations)	LEA wide/ BASE		\$379,196	\$387,918	\$396,840
1	Priority 1: Basic	Human Resources, Maintenance & Operations, Transportation Services, Nutrition Services, Business Services (staff and program costs)	LEA wide/BASE		\$42,309,830	\$43,282,956	\$44,278,464
1	Priority 1: Basic	Support Operations, and Transportation Services	LEA wide/BASE enhancement  Additional 1% for Deferred Maintenance		\$392,585  \$2,300,000	\$401,614  \$2,352,900	\$\$410,851  \$2,407,016
1	Priority 1: Basic	Reduce class size 30 to 1	LEA wide/BASE		\$1,900,000	\$1,943,700	\$1,988,405
2	Priority 1: Basic	Increase technology services and support to all schools	LEA wide/ BASE enhancement		\$463,589	\$474,252	\$485,160
2	Priority 1: Basic	Technology Services and Core Network	LEA wide/Common Core State Standards Fund		\$1,000,000	\$1,050,000	\$1,102,500
3	Priority 1: Basic	Textbooks aligned to Common Core State Standards	LEA wide/Curriculum and Textbook Funds		\$3,400,000	\$3,400,000	\$3,400,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4, 5, 11	Priority 2 & 8: Implementation of State Standards and ELD Standards & Other Pupil Outcomes	Professional Development and teacher enhancement programs: (counseling, Reading, Differentiated Instruction, Intervention, 21 <sup>st</sup> Century Learning, Technology, New Teacher Orientation, Special Education, Common Core, Gifted and Talented)	Secondary schools, LEA wide/Common Core State Standards Fund		\$662,214	\$677,445	\$693,026
5	Priority 2: Implement State Standards and ELD	Curriculum (staff and program costs)	LEA wide/BASE		\$3,249,789	\$3,324,534	\$3,400,998
5	Priority 2: Implement State Standards and ELD	Science Center support services	LEA wide/BASE enhancement		\$27,290	\$27,918	\$28,560
6	Priority 2: Implementation of State Standards and ELD Standards	Increase support and services to ensure academic success in Science, English Language Arts, Math, Professional Learning Communities, and Visual Performing Arts	LEA wide/BASE enhancement LEA wide/Supplemental		\$443,639 \$85,145	\$453,843 \$87,103	\$464,281 \$89,106
6	Priority 2: Implementation of State Standards and ELD Standards	Increase outside professional development services and resources to ensure academic success	LEA Wide/Common Core State Standards Fund		\$300,000	\$315,000	\$330,750
7	Priority 7: Course Access	Increase Career and Technical Education sections and resources	LEA Wide/CTE grant/CTE Enhancement		\$540,000	\$552,420	\$565,126
9	Priority 4: Pupil Achievement	Elementary Education & Secondary Education Service staff and program	LEA wide/BASE		\$114,974,941	\$117,619,364	\$120,324,610

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
9	Priority 4: Pupil Achievement	High School Office support	High Schools/BASE enhancement		\$190,400	\$194,779	\$199,259
9	Priority 4: Pupil Achievement	Increase technology services and monitoring progress	LEA wide/Base enhancement		\$100,000	\$105,000	\$110,250
9, 10	Priority 4: Pupil Achievement	Accountability & Engagement support and services along with Intervention support for schools	LEA wide/Supplemental		\$946,780	\$968,556	\$990,833
10	Priority 4: Pupil Achievement	Educational Technology & Information Services (staff and program costs)	LEA wide/BASE		\$3,365,126	\$3,442,523	\$3,521,701
10	Priority 4: Pupil Achievement	Special Programs (English Language Development testing)	LEA wide/BASE		\$37,325	\$39,191	\$41,150
10	Priority 4: Pupil Achievement	Student access to intervention and academic support services (credit recovery, summer school, CAHSEE support)	Secondary Schools/Supplemental		\$620,000	\$651,000	\$683,550
10	Priority 4: Pupil Achievement	Elementary Collaborative Academic Support Team (CAST) meetings to monitor student progress and plan necessary student interventions  Sub costs	Elementary schools/Supplemental		\$50,000	\$52,500	\$55,125
10, 11	Priority 4 & 8: Pupil Achievement & Other Pupil Outcomes	College and career courses, Intervention programs and specialized program resources and services (Online academic intervention, AVID)	LEA wide/Supplemental		\$120,000	\$160,000	\$166,300
11	Priority 8: Other Pupil Outcome	GATE (Program and material costs)	LEA wide/BASE enhancement		\$30,000	\$31,500	\$33,075

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
11	Priority 8: Other Pupil Outcome	Materials, services, and program cost for college and career programs (PSAT, IB Program)	High Schools/Supplemental		\$68,000	\$71,400	\$74,970
12	Priority 3: Parent involvement	Parent trainings, workshops, activities (leadership, college and career, engagement/motivation and School Site Council trainings)	LEA wide/Supplemental		\$4,000	\$4,200	\$4,410
14	Priority 5: Pupil Engagement	Special Education staff and program costs for Pupil Engagement	LEA Wide/Base		\$54,550,806	\$55,805,475	\$57,089,000
14	Priority 5: Pupil Engagement	Increase resources for Science, Technology, Engineer, Math and Arts to engage students in their learning through hands on lessons (Science kits, action labs, etc.) and resources for college and career pathways/certification	LEA Wide/Supplemental		\$199,000	\$208,950	\$219,398
14	Priority 5: Pupil Engagement	Students have access to College and Career online program and counselors	Secondary schools/Supplemental		\$75,000 Software	\$100,000 Software	\$120,000 Software
15	Priority 5: Pupil Engagement	Technology professional development programs and resources for teachers and students	LEA wide/Supplemental		\$309,500	\$324,975	\$341,224
16	Priority 5: Pupil Engagement	Student Community Services, Career Tech Education, Counselors (staff and program costs)	LEA wide/BASE		\$6,375,076	\$6,521,703	\$6,671,702
16	Priority 5: Pupil Engagement	School Community Services additional	LEA wide/Supplemental		\$10,256	\$10,492	\$10,733



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		support					
16, 17	Priority 5: Pupil Engagement	Increase pupil engagement through expanding Community Day School capacity and Plasco attendance monitoring system	Secondary schools/Supplemental		\$118,984	\$124,933	\$131,179
18	Priority 6: School Climate	Equity and Diversity (Jointly administered by Special Education (Mental Health) and BTSA) Structured trainings providing teachers/ Administrators with skills to manage a 21 <sup>st</sup> century class that ensures intellectually, emotionally, physically and socially safe learning environments	LEA wide/Supplemental		\$36,900	\$38,745	\$40,682
18	Priority 6: School Climate	California Healthy Kids Survey (CHKS) will be given to students to obtain their input on engagement and school climate	LEA wide/Supplemental		\$8,000	\$8,400	\$8,820
18	Priority 6: School climate	Professional development on Positive Behavior Intervention Systems (PBIS)	LEA wide/Supplemental		\$10,000	\$10,500	\$11,025

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<b><u>For English learners:</u></b>					
5	Priority 2: Implementation of State Standards and ELD Standards	Professional development on English Language Development and support staff to increase English Learners attainment of English proficiency and mastery of all subjects	LEA wide/Common Core State Standards Fund		\$122,944	\$173,944	\$182,944
6	Priority 2: Implementation of State Standards and ELD Standards (MOE)	Provide ELD Services to improve student achievement for English Learners (program and service cost)	LEA wide/MOE		\$370,143	\$370,143	\$370,143
10	Priority 4: Pupil Achievement	English Learners Intervention Math program for students during school year and summer	LEA wide/Supplemental		\$25,000	\$26,250	\$27,563
		<b><u>For Low Income pupils:</u></b>					
10	Priority 4: Pupil Achievement	Expand preschool programs to help students become better prepared for school.	Palmyra, Esplanade, Fletcher  Elementary Education/BASE enhancement		\$49,594	\$201,000	\$351,000
18	Priority 6: School Climate	Increase resources for McKinney Vento students (tutoring, supplies)	LEA wide/Supplemental		\$2,000	\$2,100	\$2,205
		<b><u>For foster youth and Low Income pupils:</u></b>					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
9	Priority 4: Pupil Achievement	SAT and ACT Waivers	High Schools/Supplemental		\$97,000	\$101,850	\$106,943
18	Priority 6: School climate	Foster Youth/Homeless Coordinator	LEA wide/Supplemental		\$130,570	\$133,573	\$136,645
19	Priority 6: School Climate	Professional development for principals, teachers and staff on Foster Youth and Special Needs students	LEA wide/Supplemental		\$22,000	\$23,100	\$24,255
19	Priority 6: School Climate	Increase staff to support student engagement	LEA wide/BASE enhancement LEA wide/Supplemental		\$695,127 \$923,849	\$771,115 \$945,098	\$787,471 \$966,835
		<b><u>For English Learners, Low Income and foster Youth pupils:</u></b>					
8	Priority 7: Course Access	Increase Sections of Expository Reading and Writing sections with reduced class size	Secondary schools/Supplemental		\$72,000	\$108,000 6 Sections	\$126,000 7 Sections
9	Priority 4: Pupil Achievement	Language Assessment Center program and service costs	LEA wide/MOE		\$864,647	\$884,534	\$904,878
9	Priority 4: Pupil Achievement	School site allocation to improve student learning for English Learners, Low Income and Foster Youth pupils and indirect costs	LEA wide/MOE		\$3,762,006	\$3,848,532	\$3,937,048
10	Priority 4: Pupil Achievement	Increase integrated English Language Development support	Secondary schools/Supplemental		\$80,000	\$81,840	\$83,722
13	Priority 3: Parent Involvement Kerrie/Anne	Increase Community Liaison services at school sites	Title I or High Incidence Schools/Supplemental		\$0	\$78,000	\$79,794

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

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

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

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

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

- *Professional development on the English Language Development (ELD) Standards.* Teachers will attend English Language Development trainings to further develop their skills and strategies in supporting English Learners in content classes, as well as English Language Development classes. This will help English learners to attain English proficiency while mastering the content. This aligns with Priority 2, Goal 5.
- *Math intervention programs.* Various math interventions will be available before, during and outside of the instructional day to support English learners, Low Income and Foster Youth students in mastering the Common Core Math Standards. This will close the gap between math achievement of these targeted subgroup of students and other subgroup of students. This aligns with Priority 4, Goal 10.
- *Preschool programs.* Increase in preschool support has been planned to help students from low income families entering Kindergarten become better prepared for school and meet the demands of the Common Core State Standards. This aligns with Priority 4, LEA Goal 10.
- *Resources for McKinney Vento students.* Supplemental instructional materials and additional support/services is planned to help increase low income/homeless students' connection to school and motivate them to learn. This aligns to Priority 6, LEA Goal 18.
- *SAT and ACT waivers for low income and foster youth students.* By funding college preparatory test fees and resources for this targeted subgroup of students, this will increase the opportunity for them to attend college. This aligns with Priority 4, LEA Goal 9.
- *Support for foster youth and homeless families through services.* Services and support will be provided to this subgroup of students which will improve their academic environment and their sense of well-being. This aligns with Priority 6, LEA Goal 18.
- *Professional development for staff on the needs of foster youth, low income, and special needs students.* Professional development focusing on topics in helping staff understand the needs of these target group of students has been planned. This will improve the service to foster youth, low income, and special needs students. This aligns with Priority 6, LEA Goal 19.
- *Support staff to improve low income and foster youth student engagement.* Students need to have all of their socio-emotional needs met, in order to be focused and engaged in school. Through the additional support staff and services, this will then increase student achievement. This aligns with Priority 6, LEA Goal 19.

- *Sections of Expository Reading and Writing Course (ERWC) for English learners, low income, and foster youth students.* Additional sections of this course at secondary schools will prepare students to meet the expectations of colleges. This aligns with Priority 7, LEA Goal 8.
- *Integrated English Language Development support for English learners, low income, and foster youth students.* Additional intervention support at secondary schools will improve student learning in English Language Development and all core content classes. This aligns with Priority 4, Goal 10.
- *Community Liaison services for English learner, low income, and foster youth parents at Title I or high incidence school sites.* Through the increased support and services for these group of students, the parents will become active participants and engaged in their children's education. This aligns with Priority 3, LEA Goal 13.

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