



Orange Unified School District

Local Control and Accountability Plan 2014-2017

Draft 4/17/14

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

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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, WASC & Single School Plan Development, DELAC, DAC, and additional stakeholder meetings on the chart below (GATE, ETAC, Foster Youth Committee, Special Ed CAC, CTE Advisory)

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

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

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

Course Access – AERIES course database on AP, AVID and CTE access, enrollment in online learning

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

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

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

Summary Report
Local Control Funding Formula (LCFF) Community Survey

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

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

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

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

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

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

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

<ul style="list-style-type: none"> • 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).
<p>4. How can OUSD help more students prepare for college and careers?</p>
<ul style="list-style-type: none"> • 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).
<p>5. How can OUSD help more parents to become involved in our schools?</p>
<ul style="list-style-type: none"> • 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 DELAC/Title I DAC and the school site ELAC/SSC meetings. In addition, Foster Youth parents were sent a specific survey and a meeting was held at the district office to identify their unique needs. 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 Table

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

Mar 10 -OUSD Educational Services Meeting – LCAP Community Survey Summary Report, Data analysis, Goals and Priorities
Mar 10 – OUSD Gifted & Talented Education (GATE) Community Advisory Committee (CAC)
Mar 14 – OUSD DELAC - LCAP Planning/Review
Mar 14 - OUSD Program Improvement/Common Core Meeting – Refine LCAP Goals
Mar 17 - OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
Mar 17 – OUSD Parent Common Core and LCFF Parent Input Meeting
Mar 18 – OUSD Elementary Principals Meeting –LCAP Planning/Review
Mar 20 – OUSD Secondary Principals Meeting – LCAP Planning/Review
Mar 21 – OUSD Educational Technology Advisory Committee (ETAC) - LCAP Planning/Review
Mar 24 - OUSD Parent Common Core and LCFF Parent Input Meeting
Mar 25 – OUSD 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 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 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 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
May 5 - OUSD ETAC - LCAP Update / Technology Plan Update – Review/Consult -Draft
May 8 – OUSD Board Meeting – LCAP Public Hearing
May 12 – OUSD GATE CAC – LCAP 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 CAC – LCAP Update- Review/Consult
May 23 - OUSD DELAC – LCAP Update Review/Consult
May 27 - OUSD Curriculum Council - LCAP Update Review/Consult
June 5 – OUSD Board Meeting - Final LCAP Board approval

Section 2: Goals and Progress Indicators

*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 ELA, Math, Literacy in the Content Areas, and ELD Standards that will enhance student learning and proficiency levels in order to ensure academic success in all subject areas.

Priority 7: Course Access

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

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

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

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

As students move toward becoming proficient 21st century learners, the LEA recognizes the need to move from teacher-directed, whole group instruction to a balanced learner-centered environment that fosters vibrant engagement, real-life application, and information/communication technologies.

Priority 4: Pupil Achievement

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

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

Priority 8: Other Pupil Outcomes

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

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

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

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

Priority #3: Parent Involvement

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

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

Priority 5: Pupil Engagement

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

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

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

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

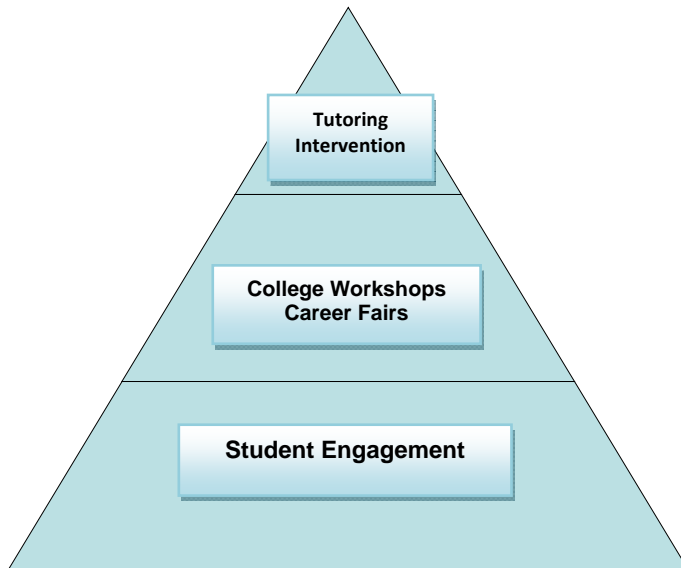
Priority 6: School Climate

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

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

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

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



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

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

- ***Additional Assistance to increase student learning: Interventions:*** programs and services will be provided to students not performing at grade level to ensure academic success; ***Tutoring/clubs:*** outside of school day tutoring and clubs will be implemented at all school sites to engage students in their learning provide connectedness.
- ***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.

- 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	
Need: A broad range of standards aligned instructional materials that facilitate language acquisition and access to the core Metric: , CELDT (or ELPAC) scores, CAASPP	All English learners, Foster Youth, and SES 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 ELs, Foster Youth, and SES students acquire language, access the core, and improve reading proficiency.	Students will have access to instructional materials that can help ELs, Foster Youth, and SES students acquire language, access the core, and improve reading and writing proficiency.	Students will have access to instructional materials that can help ELs, Foster Youth, and SES students acquire language, access the core, and improve reading, writing, listening, and speaking proficiency.	Priority 1: Basic Services (Goal #3)

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>Need: Training for all teachers on ELD standards and strategies to support ELs</p> <p>Metric: Teacher survey, CELDT (or ELPAC) scores, CAASPP</p>	Teachers will receive professional development on research-based strategies, 2012 ELD Standards, and ELA/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 ELD standards.	Students will be taught by teachers who have received more in depth training on 2012 ELD standards and instructional strategies to support ELs acquisition of the ELD and CCSS.	Students will be taught by teachers who have received intensive training on 2012 ELD standards, ELA/ELD Framework , instructional strategies to support ELs acquisition of the ELD and CCSS, including integrated ELD in all core content areas.	Priority 2: Implementation of State Standards and ELD Standards (Goals #4 and #5)
<p>Need: 75% of foster youth perform below grade level; 50% of foster youth complete a GED or Diploma</p> <p>Metric: OCDE report (9/2013)</p>	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 MH funded counselors , including collaboration by district personnel.	All foster youth students will participate in a community mentor program that exposes them to post high school opportunities.	Priority 5: Pupil Engagement (Goals #16 and #17) Priority 6: School Climate (Goal #19)

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>Need: Increase support for teachers to increase student achievement</p> <p>Metric: Teacher survey, CELDT scores and CAASPP</p>	Increase services to support English Learners, SES, and Foster Youth students	English Learners Low Income Foster Youth	All schools		Students with diverse needs will be taught by teachers supported by additional Academic Language support staff and instructional specialist.	Students with diverse needs will be taught by teachers who will be supported in improving lesson design.	Students with diverse needs will be taught by teachers utilizing lessons which include research based effective strategies.	Priority 2: Implementation of State Standards and ELD Standards (Goal #6)
<p>Need: Students to engage more in their comprehensive learning environment</p> <p>Metric: Staff and student surveys, PD, reflective learning walks</p>	Increased opportunities to access core through co-teaching	Foster Youth Special Education Low Income EL Homeless	All schools		Students have increased access to co-taught (special ed./core content teacher co-teach) core academic classes (2 additional sections).	Students have increased access to co-taught core academic classes (1 additional section).	Students have increased access to co-taught core academic classes (1 additional section).	Priority 4: Pupil Achievement (Goal #9) Priority 5: Pupil Engagement (Goal #14)
<p>Need: Increase number of ELs, RFEPs, Foster Youth, and SES students enrolled in ERWC, CTE and A-G courses</p> <p>Metric: Percentage of students enrolled in</p>	Increase percent of English learners, Redesignated Fluent English Proficient students (RFEPs), Foster Youth, and SES students that are enrolled in ERWC, A-G courses, as well as the percentage of ELs and SES students enrolled in Career Technical Education	English Learners Low Income RFEPs Foster Youth	All schools		ELs, RFEPs, Foster Youth and Low Income students will gain access by at an increase of 1% enrolled in ERWC, A-G courses and CTE courses.	ELs, RFEPs, Foster Youth and Low Income students will gain access by at an increase of 1% enrolled in ERWC, A-G courses and CTE courses.	ELs, RFEPs, Foster Youth and Low Income students will gain access by at an increase of 1% enrolled in ERWC, A-G courses and CTE courses.	Priority 7: Course Access (Goal #7 and #8) Priority 8: Other Pupil Outcomes (Goal #11)

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	
above courses	courses.							
Need: Increase percentage of EL students showing growth towards English proficiency Metric: CELDT and other local measures.	Annually increase the percentage of EL 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 (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%	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%	Priority 4: Pupil Achievement (Goal #9) Priority 8: Other Pupil Outcomes (Goal #11)
Need: To increase mastery of content by noted subgroups Metric: OCDE Report (9/2013), CAASPP data, CELDT	Foster Youth, Special Ed, SES, EL, and struggling 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	Foster Youth Special Education Low Income EL RFEP Homeless	All schools		Increase student access to extended day/after school academic program for intervention support by 1%	Increase student access to extended day/after school academic program for intervention support by an additional 1%	Increase student access to extended day/after school academic program for intervention support by an additional 1%	Priority 5: Pupil Achievement (Goal #10)

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>Need: Increase parent involvement</p> <p>Metric: DELAC, ELAC, and Title I DAC sign ins, parent surveys</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.	English Learners Low Income Foster Youth Special Education	All schools		Through the increased participation by 1% of parents attending advisory committee meetings, students will gain additional support at home to improve their academic experience	Through the increased participation by 1% of parents attending advisory committee meetings, students will gain additional support at home to improve their academic experience	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>Priority 3: Parent Involvement (Goal #12)</p> <p>Priority 6: School Climate (Goal #18)</p>
<p>Need: Increase EL, Foster Youth, and SES students CAHSEE passing rates grad. rates</p> <p>Metric: CAHSEE passing rates grad. rates</p>	Increase the high school graduation rate for English learners, Foster Youth, and SES students and the percentage passing both parts of the CAHSEE.	English Learners Foster Youth Low Income	All Schools		Students will have improved opportunities for college and career through increase in number of EL, Foster Youth, and SES students passing both CAHSEE parts & increase in graduation rate by 1%	Students will have improved opportunities for college and career through increase in number of EL, Foster Youth, and SES students passing both CAHSEE parts and increase in grad. Rate by 1%	Students will have improved opportunities for college and career through the increase number of EL, Foster Youth, and SES students passing both 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 CELDT, CST, and CAHSEE, percent of ELs completing A-G requirements, percent of ELs determined ready for college by EAP, graduation rates of ELs, and chronic absentee rates of ELs. Surveys were also conducted with parents of English learners and input was gathered from DELAC and ELACs, as well as from school site EL Advisors.

In considering the needs of Low Income Students, the LEA reviewed Low Income data regarding performance on CST, and CAHSEE, percent completing A-G requirements, percent determined ready for college by 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	Goals	Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)	Related State and Local Priorities (Identify specific
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been identified and what metrics are used to measure progress?)	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	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.)
<p>Need: To have all teachers appropriately assigned and fully credentialed</p> <p>Metric: CALPADS report, BTSA reports, Teacher and student surveys</p>	<p>Goal #1: Teachers appropriately assigned and fully credentialed</p>	<p>All pupils</p>	<p>All schools</p>		<p>All students will be taught by appropriately assigned and fully credentialed teachers who reflectively identify and document evidence of changes made in instructional practice.</p>	<p>All students will be taught by teachers appropriately assigned and fully credentialed, including newly hired teachers, who will be able to compare and document the impact of changes in instructional practice on student achievement.</p>	<p>All students will continue to be taught by teachers appropriately assigned and fully credentialed including newly hired teachers who reflectively the impact of changes in instructional practices on student achievement.</p>	<p>Priority 1: Basic</p>
<p>Need: Schools are safe and conducive for learning.</p> <p>Metric: SARC, Technology Inventory, William Facilities Report, student survey, facility survey</p>	<p>Goal #2: All school facilities in good or excellent standing</p>	<p>All pupils</p>	<p>All schools</p>		<p>Students will attend facilities in good standing and the District is considering pursuing a modernization bond for the high schools</p>	<p>Students will attend good facilities and the District will survey all the facilities to determine modernization needs</p>	<p>Students will attend good standing facilities and continue to pursue upgrades to facilities and improve standings in the Williams Report</p>	<p>Priority 1: Basic</p>
<p>Need: A broad range of standards aligned instructional materials that facilitate language acquisition and access to the core</p> <p>Metric: CAASPP</p>	<p>Goal #3: Standards aligned instructional materials</p>	<p>All pupils</p>	<p>All schools</p>		<p>Students will have increased access to CCSS through standards aligned ELA and elementary math instructional materials.</p>	<p>Students will have increased access to CCSS through standards aligned ELA and middle school math instructional materials.</p>	<p>Students will have increased access to CCSS through standards aligned ELA, high school math, and science instructional materials.</p>	<p>Priority 1: Basic</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>Need: Continue to close the achievement gap to ensure that all students are on track to graduate college & career ready.</p> <p>Metric: Graduation rates, local benchmark assessments, CAASPP.</p>	Goal # 4: Professional development focused on 21 st century teaching and learning.	All pupils	All schools		Students are instructed by teachers, who engage in a variety of PD options to enhance 21 st century instruction and core content.	Students are instructed by teachers, who continue to develop and refine a balanced instructional design.	Students are instructed by teachers, who utilize teacher rounds to continue to reflect and refine their 21st century instruction.	Priority 2: Implementation of Common Core State Standards and ELD Standards
<p>Need: Increase student mastery of CCSS and ELD Standards</p> <p>Metric: Local benchmark assessments, CAASPP.</p>	Goal # 5: Professional development focused on CCSS and ELD Standards	All pupils	Secondary schools		Students are instructed by teachers who participate in a district wide PD that focuses on the integration of the CCSS ELA/ELD frameworks.	Students are instructed by teachers who continue to create, revise and reflect on subject matter lesson/unit plans.	Students are instructed by teachers who participate in teacher rounds to continue building in-house expertise in all core content areas.	Priority 2: Implementation of State Standards and ELD Standards
<p>Need: Enhance the ability to provide a balanced instructional framework within all core classes.</p> <p>Metric: CAASP, CELDT scores,</p>	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 non-fiction texts and computer-	Students will have increased access to supplemental materials and computer based programs that will bridge	All students will have access to supplemental materials and computer based programs that will meet individual needs and enrich	Priority 2: Implementation of State Standards and ELD Standards

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	
teacher surveys					based instructional programs.	identified gaps in learning.	their learning.	
Need: Prepare students for rapidly growing STEAM related industries/careers. Metric: CTE and STEAM course enrollment data, Student and teacher surveys	Goal #7: Increase resources and participation in CTE and STEAM	All pupils and subgroups	All schools		Elementary/ Middle school students will engage in STEAM related activities that facilitate discovery, problem solving , and creative thinking.	All Middle school students will have access to curriculum that encompasses technology and scientific inquiry.	All Middle school students will enter high school with the opportunity to continue exploring any of the fifteen CTE sectors .	Priority 5: Pupil Engagement Priority 7: Course Access
Need: Prepare students to graduate high school, increased college /career opportunities Metric: 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 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 and STEAM courses.	Priority 5: Pupil Engagement Priority 7: Course Access
Need: Increase student achievement and access to technology. Metric: LCFF Stakeholder	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

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	
Community Survey, CAASPP, Advisory Committees input								
Need: Provide students with academic support in order to close the achievement gap. Metric: 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
Need: To increase pupil enrollment in courses for college and career readiness Metrics: Enrollment data, Student reported interest in college preparation and assessment.	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
Need: Parents indicated the need for increased training to actively participate in their child's education. Metric: LCFF Stakeholder	Goal #12: Increase parent involvement workshops, activities and input opportunities	All pupils and subgroups	All schools		Parents will be better equipped to actively participate in their child's education after attending a	Increase the number of parents better equipped to actively participate in their child's education after	Increase the number of parents better equipped to actively participate in their child's education after attending a variety of offered trainings and input	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	
Community Survey, Parent satisfaction surveys, parent enrollment in workshops and activities					variety of offered trainings and input opportunities on such topics as technology and parental empowerment.	attending a variety of offered trainings and input opportunities on such topics as CCSS and technology, by 1%.	opportunities on such topics as technology and parental empowerment , by an additional 3%.	
Need: Access to resources and services for all parents. Metric: Various parent surveys, and access & enrollment in training and participating in child's education	Goal #13: Increase resources and services to improve parent involvement	All pupils and subgroups	All schools		Parents will have access to services that will enable active participation in their child's education as measured by district developed baseline survey.	Increase by 1% the parents who feel they actively participate in their child's education as indicated in the survey.	Increase by an additional 1% the parents who feel empowered to actively participate in their child's education as indicated in the annual parent survey.	Priority 3: Parent Involvement
Need: An increased access to college and career pathways Metric: 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 more engaged in their learning.	Increase by 1% the students who state they are more engaged in their learning.	Increase by an additional 1% the students who state they are more engaged in their learning.	Priority 5: Pupil 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	
<p>Need: Increase student engagement.</p> <p>Metric: LCFF Stakeholder Community survey, student surveys</p>	Goal # 15: Increase student engagement through student and teacher use of technology	All pupils and subgroups	All schools		Students will engage weekly with technology.	Students will engage with technology daily in one or more subject areas.	Students will engage with technology daily in two or more subject areas.	Priority 5: Pupil Engagement
<p>Need: Increase student attendance</p> <p>Metric: ADA Reports</p>	Goal #16: Improve student attendance	All pupils and subgroups	All schools		Student attendance will be improved by 0.25% from the previous year.	Student attendance will be improved by 0.25% from the previous year.	Student attendance will be improved by 0.25% from the previous year.	Priority 5: Pupil Engagement
<p>Needs: Increase graduation rates</p> <p>Metric: Graduation</p>	Goal #17: Increase graduation rates	All pupils and subgroups	All secondary schools		Graduation rate will increase by 0.25% from the previous year.	Graduation rate will increase by 0.25% from the previous year.	Graduation rate will increase by 0.25% from the previous year.	Priority 5: Pupil Engagement
<p>Need: Improve school climate to engage student learning.</p> <p>Metric: California Healthy Kids Survey and other staff, parent, and student surveys.</p>	Goal #18: Increase resources and services to improve school climate	All pupils and subgroups	All schools		Students, parents, and staff will provide feedback on school safety, connectedness, and motivation.	An increased number of students, parents, and staff will provide positive feedback on school safety, connectedness, and motivation.	An increased number of students, parents, and staff will provide positive feedback on school safety, connectedness, and motivation.	Priority 6: School Climate
<p>Need: Increased access to counseling and mental health services</p> <p>Metric: Referrals to counseling and</p>	Goal #19: Increase counseling and other mental health services	All subgroups	All schools in LEA		Students will have access to an increased number of counselors and mental health services.	By increased access to counselors and mental health services, student incidents of	By increased access to counselors and mental health services, student incidents of behavior referrals will be reduced by and	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	
mental health services						behavior referrals will be reduced by 1%.	additional 1%.	

Remainder of the LCAP Report (Section 3) – Action, Services and Expenditures

is completed and currently being reviewed and revised