



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 Biliteracy

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

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

Summary Report
Local Control Funding Formula (LCFF) Community Survey

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

1. How can OUSD help more students to attend school regularly?
<ul style="list-style-type: none"> ● 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?
<ul style="list-style-type: none"> ● 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?
<ul style="list-style-type: none"> ● 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).

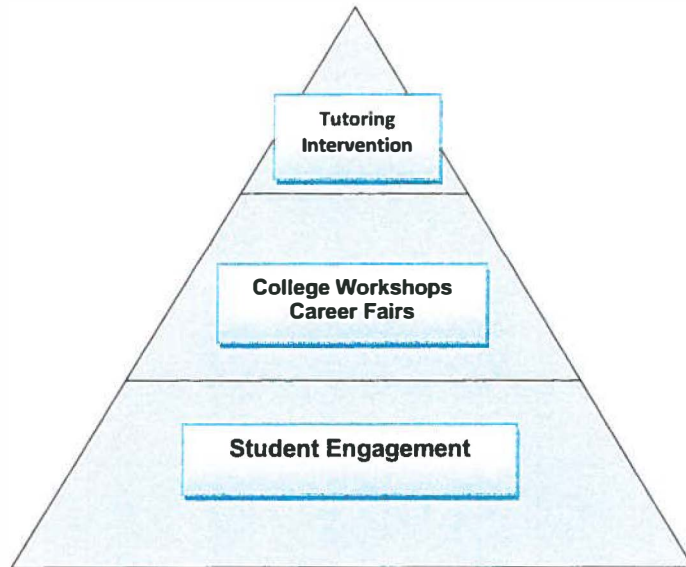
Priority 6: School Climate

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 Rtl² 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	
<p>Need: A broad range of standards aligned instructional materials that facilitate language acquisition and access to the core</p> <p>Metric: CELDT (or ELPAC) scores, CAASPP</p>	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)
<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)

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: 75% of foster youth perform below grade level; 50% of foster youth complete a GED or Diploma Metric: 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 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)
Need: Increase support for teachers to increase student achievement Metric: Teacher survey, CELDT scores and CAASPP	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)
Need: Students to engage more in their comprehensive learning environment Metric: 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 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)

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 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 above courses</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 courses.	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.	<p>Priority 7: Course Access (Goal #7 and #8)</p> <p>Priority 8: Other Pupil Outcomes (Goal #11)</p>
<p>Need: Increase percentage of EL students showing growth towards English proficiency</p> <p>Metric: CELDT and other local measures.</p>	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%	<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	
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%	Increased student access to extended day/after school academic program for intervention support by an additional 1%	Priority 5: Pupil Achievement (Goal #10)
Need: Increase parent involvement Metric: DELAC, ELAC, and Title I DAC sign ins, parent surveys	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	Priority 3: Parent Involvement (Goal #12) Priority 6: School Climate (Goal #18)
Need: Increase EL, Foster Youth, and SES students CAHSEE passing rates grad. rates Metric: CAHSEE passing rates grad. rates	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 & and 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 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.)		LCAPYEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: To have all teachers appropriately assigned and fully credentialed</p> <p>Metric: CALPADS report, BTSAs 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, including newly hired teachers, who will be able to compare and document the impact of changes in instructional practice on student achievement.	All students will continue to be taught by teachers appropriately assigned and fully credentialed including newly hired teachers who reflectively the impact of changes in instructional practices on student achievement.	Priority 1: Basic
<p>Need: Schools are safe and conducive for learning.</p> <p>Metric: 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

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: CAASPP	Goal #3: Standards aligned instructional materials	All pupils	All schools		Students will have increased access to CCSS through standards aligned ELA and elementary math instructional materials.	Students will have increased access to CCSS through standards aligned ELA and middle school math instructional materials.	Students will have increased access to CCSS through standards aligned ELA, high school math, and science instructional materials.	Priority 1: Basic
Need: Continue to close the achievement gap to ensure that all students are on track to graduate college & career ready. Metric: Graduation rates, local benchmark assessments, CAASPP.	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 21 st century instruction.	Priority 2: Implementation of Common Core State Standards and ELD Standards
Need: Increase student mastery of CCSS and ELD Standards Metric: 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 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

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: Enhance the ability to provide a balanced instructional framework within all core classes.</p> <p>Metric: CAASP, CELDT scores, teacher surveys</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-based instructional programs.	Students will have increased access to supplemental materials and computer based programs that will bridge identified gaps in learning.	All students will have access to supplemental materials and computer based programs that will meet individual needs and enrich their learning.	Priority 2: Implementation of State Standards and ELD Standards
<p>Need: Prepare students for rapidly growing STEAM related industries/careers.</p> <p>Metric: CTE and STEAM course enrollment data, Student and teacher surveys</p>	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
<p>Need: Prepare students to graduate high school, increased college /career opportunities</p> <p>Metric: Course enrollment data, a-g completion</p>	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

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.)
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<p>Need: Increase student achievement and access to technology.</p> <p>Metric: LCFF Stakeholder Community Survey, CAASPP, Advisory Committees input</p>	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
<p>Need: Provide students with academic support in order to close the achievement gap.</p> <p>Metric: CAASPP, CELDT, College and Career readiness data, CAHSEE</p>	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
<p>Need: To increase pupil enrollment in courses for college and career readiness</p> <p>Metrics: 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

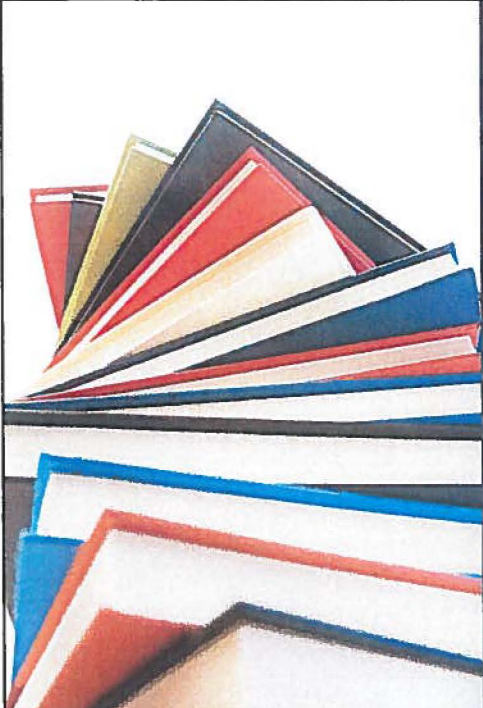
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<p>Need: Parents indicated the need for increased training to actively participate in their child's education.</p> <p>Metric: LCFF Stakeholder Community Survey, Parent satisfaction surveys, parent enrollment in workshops and activities</p>	Goal #12: Increase parent involvement workshops, activities and input opportunities	All pupils and subgroups	All schools		Parents will be better equipped to actively participate in their child's education after attending a variety of offered trainings and input opportunities on such topics as technology and parental empowerment.	Increase the number of parents better equipped to actively participate in their child's education after attending a variety of offered trainings and input opportunities on such topics as CCSS and technology, by 1%.	Increase the number of parents better equipped to actively participate in their child's education after attending a variety of offered trainings and input opportunities on such topics as technology and parental empowerment, by an additional 3%.	Priority 3: Parent Involvement
<p>Need: Access to resources and services for all parents.</p> <p>Metric: Various parent surveys, and access & 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 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

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.)
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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
Need: Increase student engagement. Metric: 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 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
Need: Increase student attendance Metric: ADA Reports	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
Needs: Increase graduation rates Metric: 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
Need: Improve school climate to engage student learning. Metric: 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

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.)
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<p>Need: Increased access to counseling and mental health services</p> <p>Metric: Referrals to counseling and mental health services</p>	Goal #19: Increase counseling and other mental health services	All subgroups	All schools in LEA		Students will have access to an increased number of counselors and mental health services.	By increased access to counselors and mental health services, student incidents of behavior referrals will be reduced by 1%.	By increased access to counselors and mental health services, student incidents of behavior referrals will be reduced by and additional 1%.	Priority 5: Student Engagement

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


is completed and currently being reviewed and revised



Local Control and Accountability Plan 2014-2017 Update


Orange Unified School District

Educational Services Division
Gunn Marie Hansen, Ph.D.
Assistant Superintendent



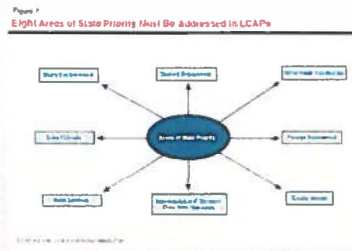
LCAP Presentation Agenda

- Current California Educational Initiatives
- Orange USD Mission Statement
- What is LCAP?
- Stakeholder Engagement Process
- Conditions for Student Learning
- Pupil Outcomes
- Engagement
- Process for LCAP & Budget Final Adoption



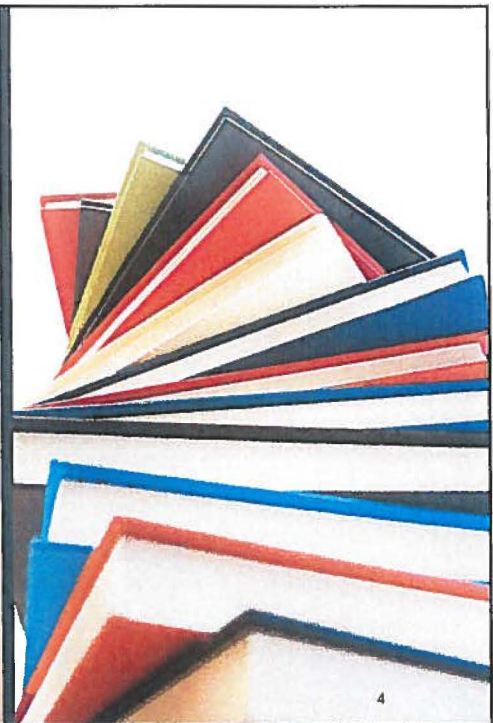
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New Educational Initiatives



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

Mission Statement



What is LCAP?

Local Control & Accountability Plan = Increased Student Achievement

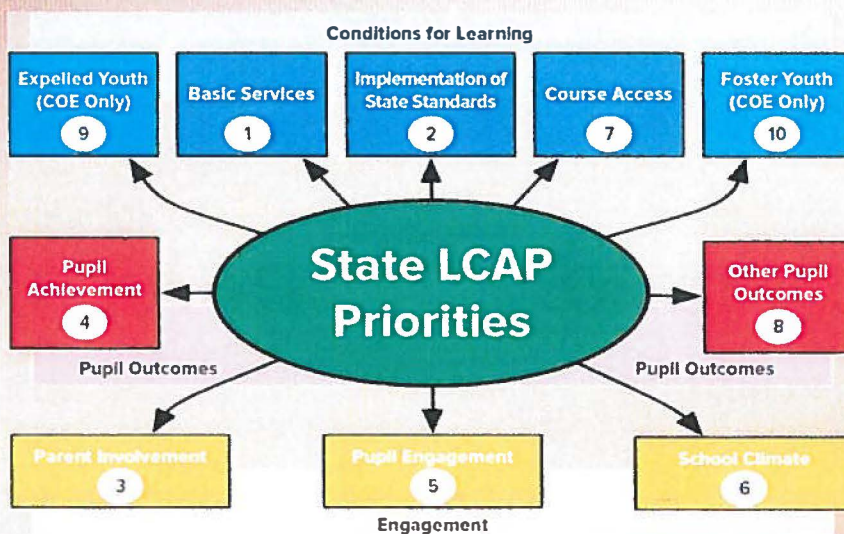


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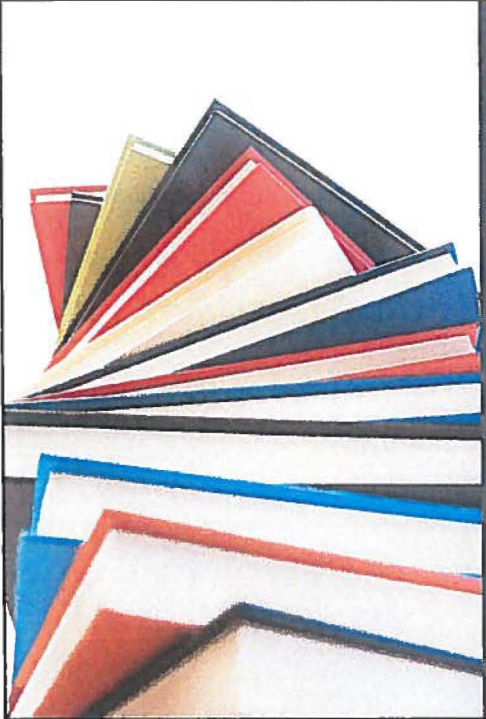


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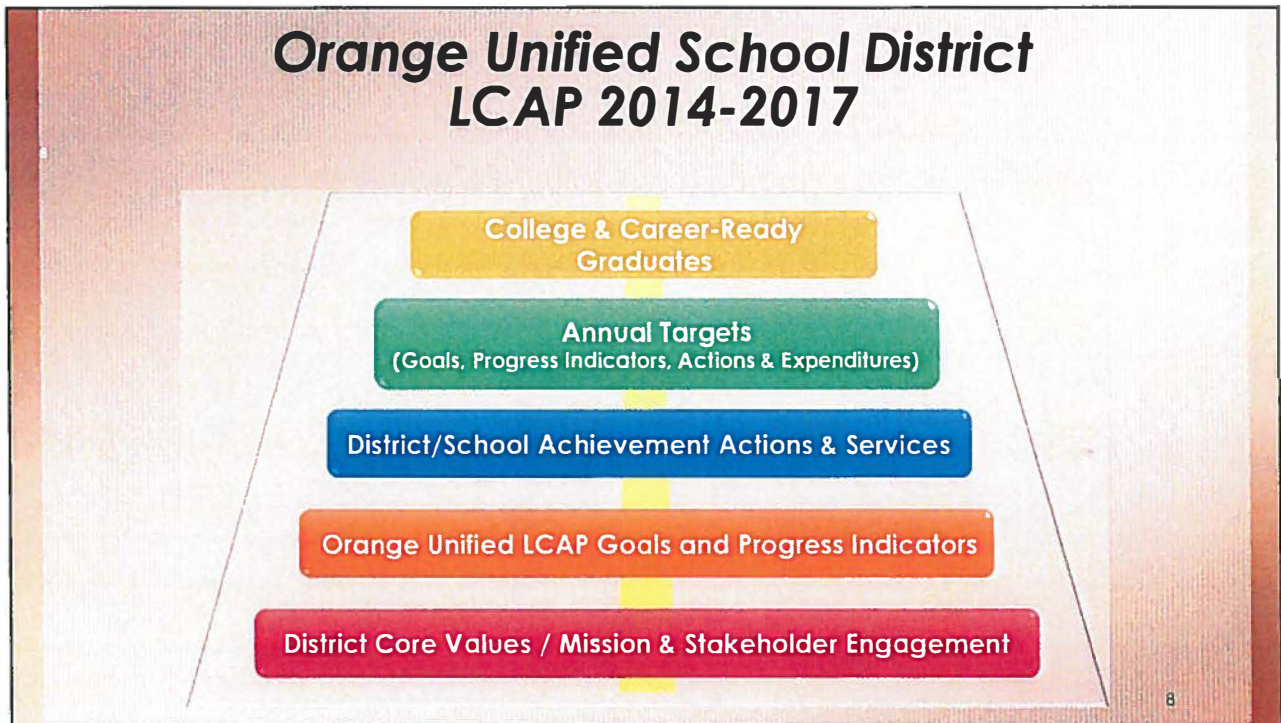
State of California - LCAP 8 Priorities



6



Orange Unified School District LCAP details specific goals, actions, and expenditures for each of the state priorities and any locally identified priorities to increase the academic achievement of all students.



Section 1: Stakeholder Engagement

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

9

Section 2: Goals and Progress Indicators Section 3: Actions, Services, and Expenditures



State of California identified 8 State Priority Areas that fall into 3 Categories:

- ❖ **Conditions of Learning**
- ❖ **Pupil Outcomes**
- ❖ **Engagement**



10

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.

- **Priority 1: Basic**
- **Priority 2: Implementation of Common Core State Standards (CCSS) and ELD Standards**
- **Priority 7: Course Access**
- **Actions, Services and Expenditures include:**
 - ✓ Professional development on intervention/support programs
 - ✓ Professional development for teachers in CCSS/ELD standards
 - ✓ Expansion Career Technical Education (CTE) courses/pathways and resources
 - ✓ Instructional Specialists –CCSS, Arts/Music, Science/Technology
 - ✓ Increase technology/facilities support for all students
 - ✓ CCSS supplemental materials alignment

11

Pupil Outcomes

Main goal: All students will attain mastery or demonstrate academic growth towards mastery in all core content areas.

- **Priority 4: Student Achievement**
- **Priority 8: Other Pupil Outcomes**
- **Actions, Services and Expenditures include:**
 - ✓ Credit recovery classes and online classes
 - ✓ Summer school programs and bridge programs for secondary students
 - ✓ College and career programs (AVID, Honors, GATE, IB, A-G Courses)
 - ✓ RtI /Intervention teachers to support EL, Low SES, Foster Youth
 - ✓ Supplemental instructional materials for English Learners
 - ✓ Technology resources and assessments to monitor learning

12

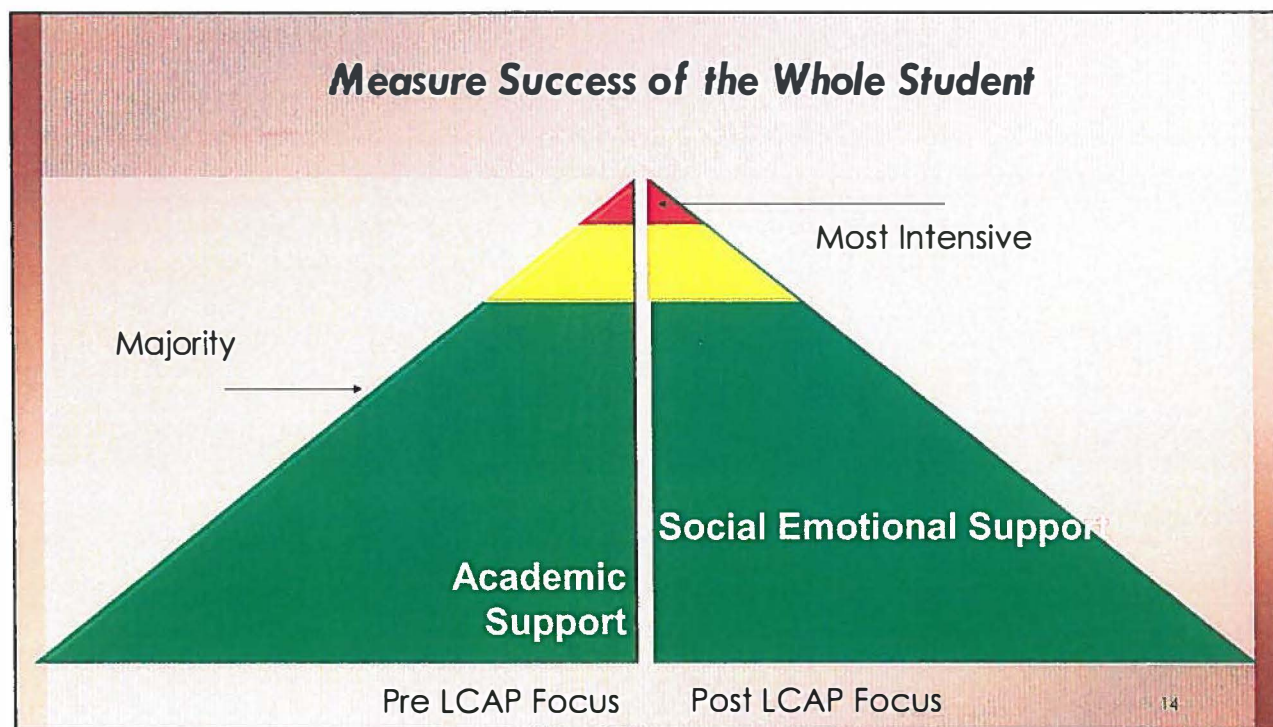
Engagement

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

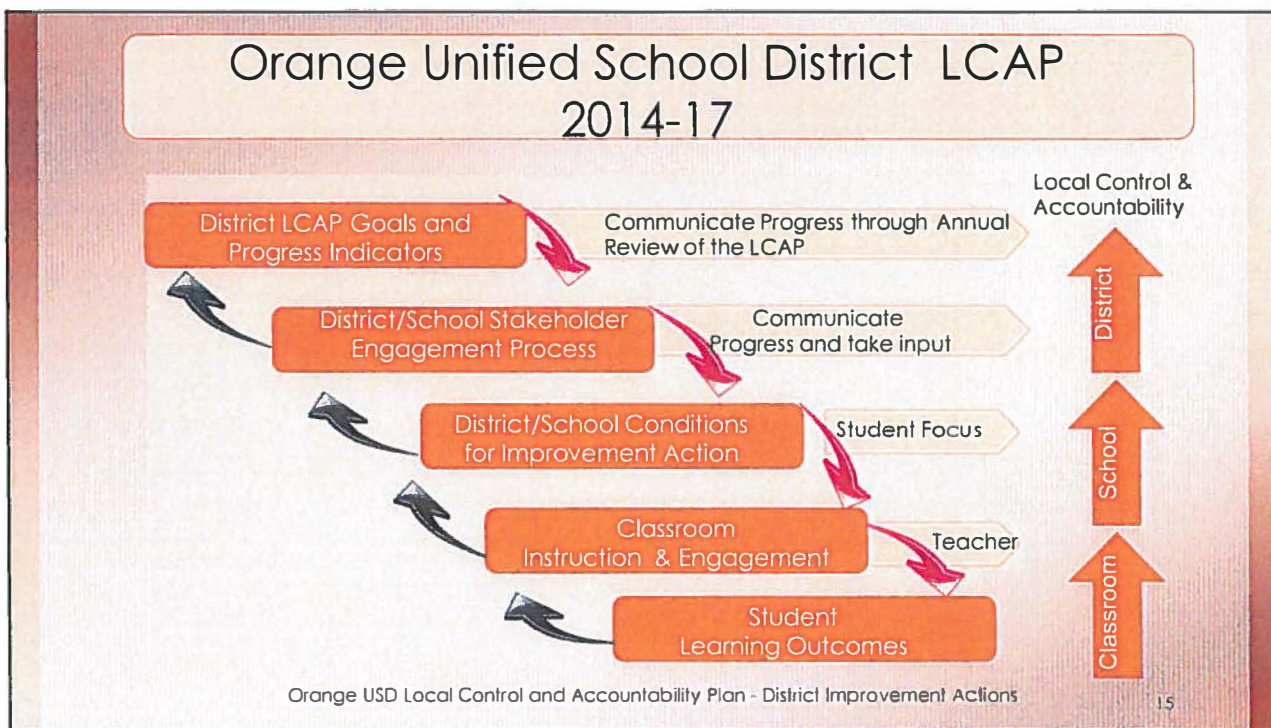
- **Priority 3: Parent Involvement**
- **Priority 5: Pupil Engagement**
- **Priority 6: School Climate**
- **Actions, Services and Expenditures include:**
 - ✓ Parent trainings and workshops on various topics (leadership, college and career, engagement/motivation, School Site Council)
 - ✓ Resources for college and career pathways for students
 - ✓ Science kits/Action labs/Hands-on learning
 - ✓ Increase technology training and resources for student engagement
 - ✓ Teacher/counselor efficacy and relationship building
 - ✓ Additional Counselors, Psychologists, and Nurses
 - ✓ Foster Youth /Homeless Coordinator, Special Needs Coordinator

13

Measure Success of the Whole Student



14



Orange USD LCAP

May 8 – LCAP and Budget Public Hearing

June 5 – LCAP and Budget Adoption

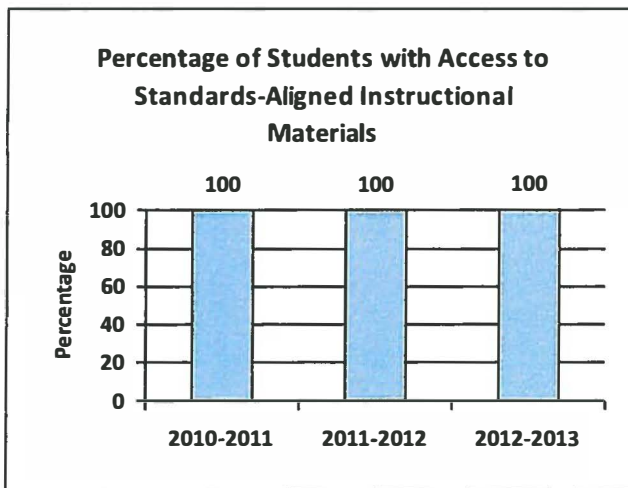
Continue to meet with OUSD stakeholder groups to gather input.

16

Appendix A. ORANGE UNIFIED SCHOOL DISTRICT DATA REPORT

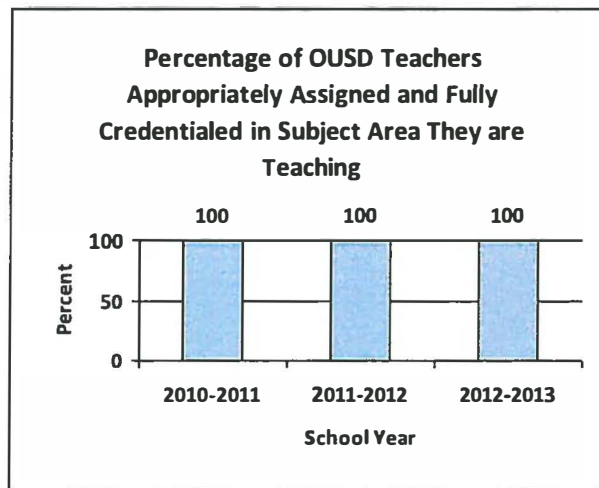
A. CONDITIONS OF LEARNING (STATE PRIORITIES 1, 2, 7)

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

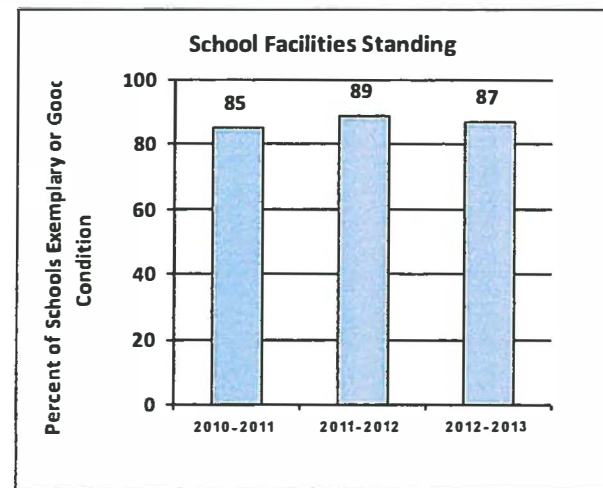


*Data pulled from Curriculum and Instructional Materials section of School Accountability Report Card

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



*Data from CALPADs.



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

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

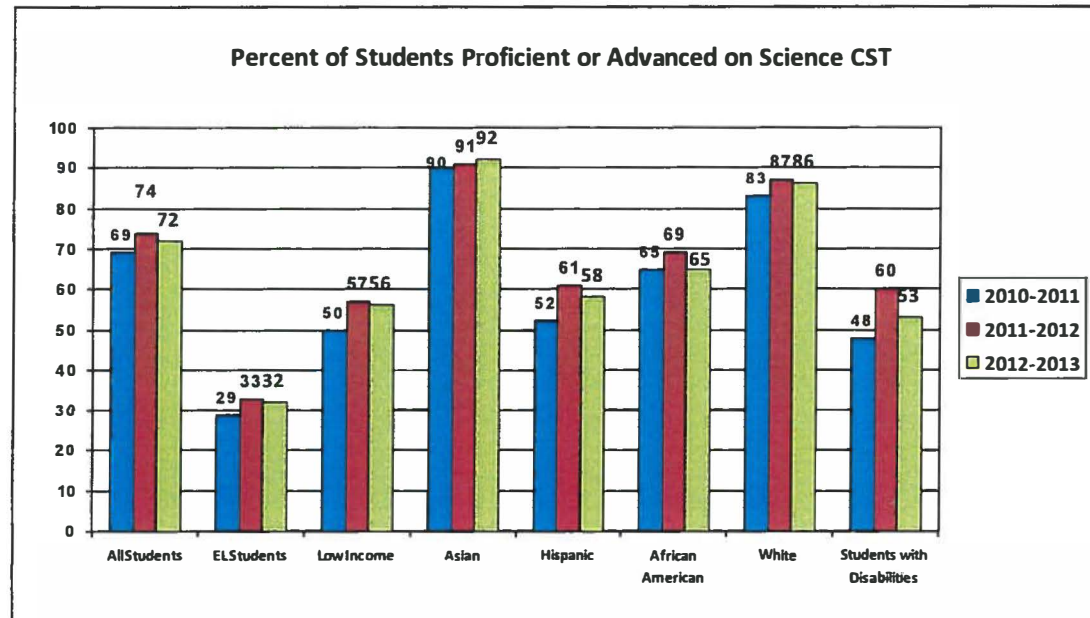
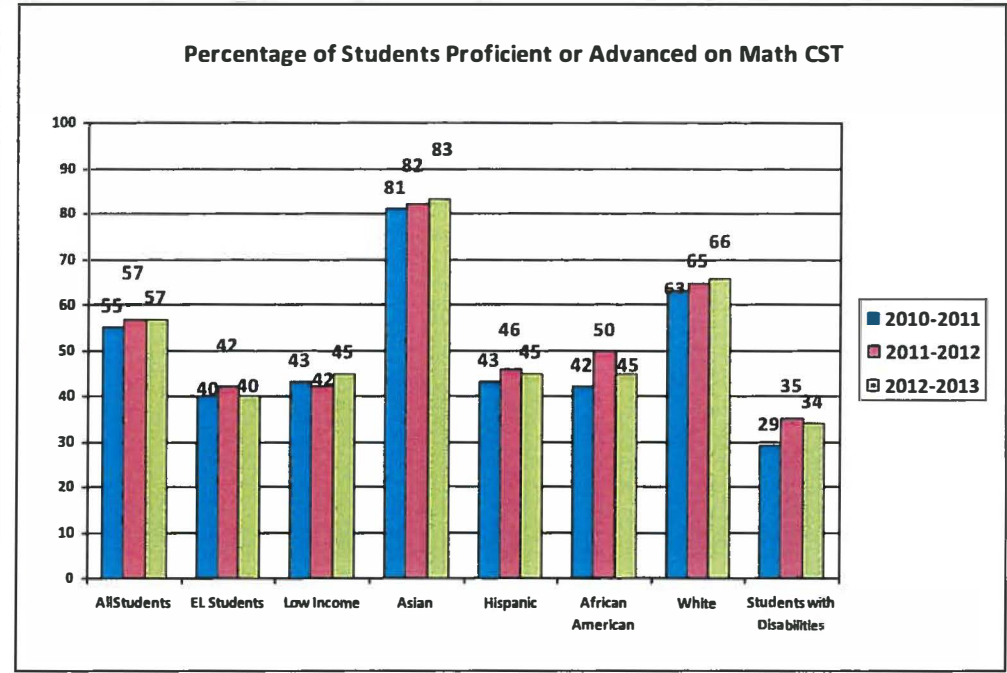
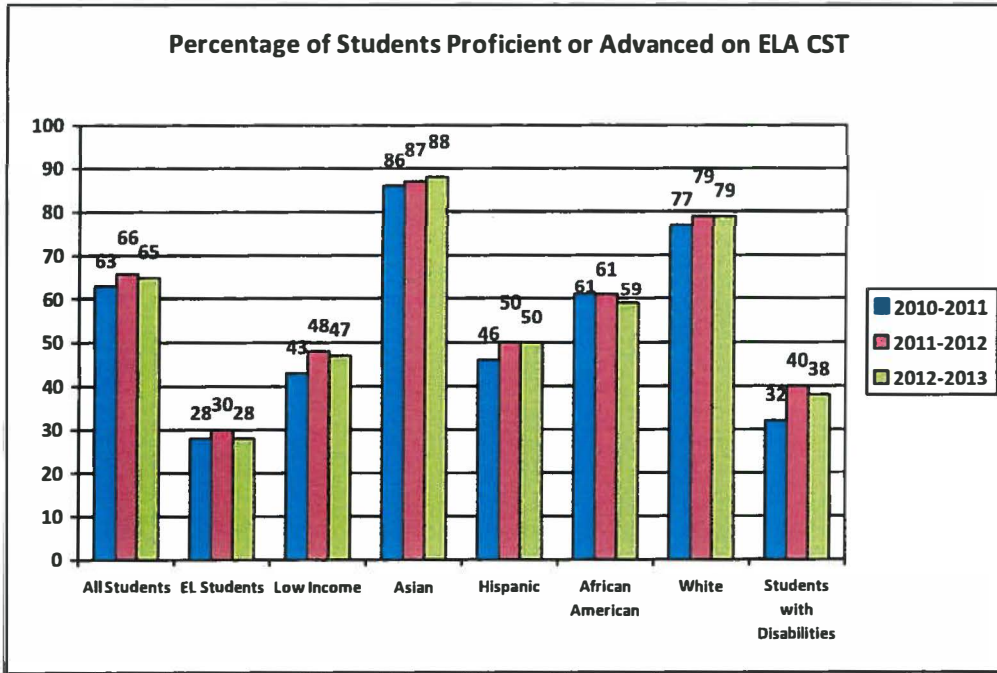
Course Access:

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

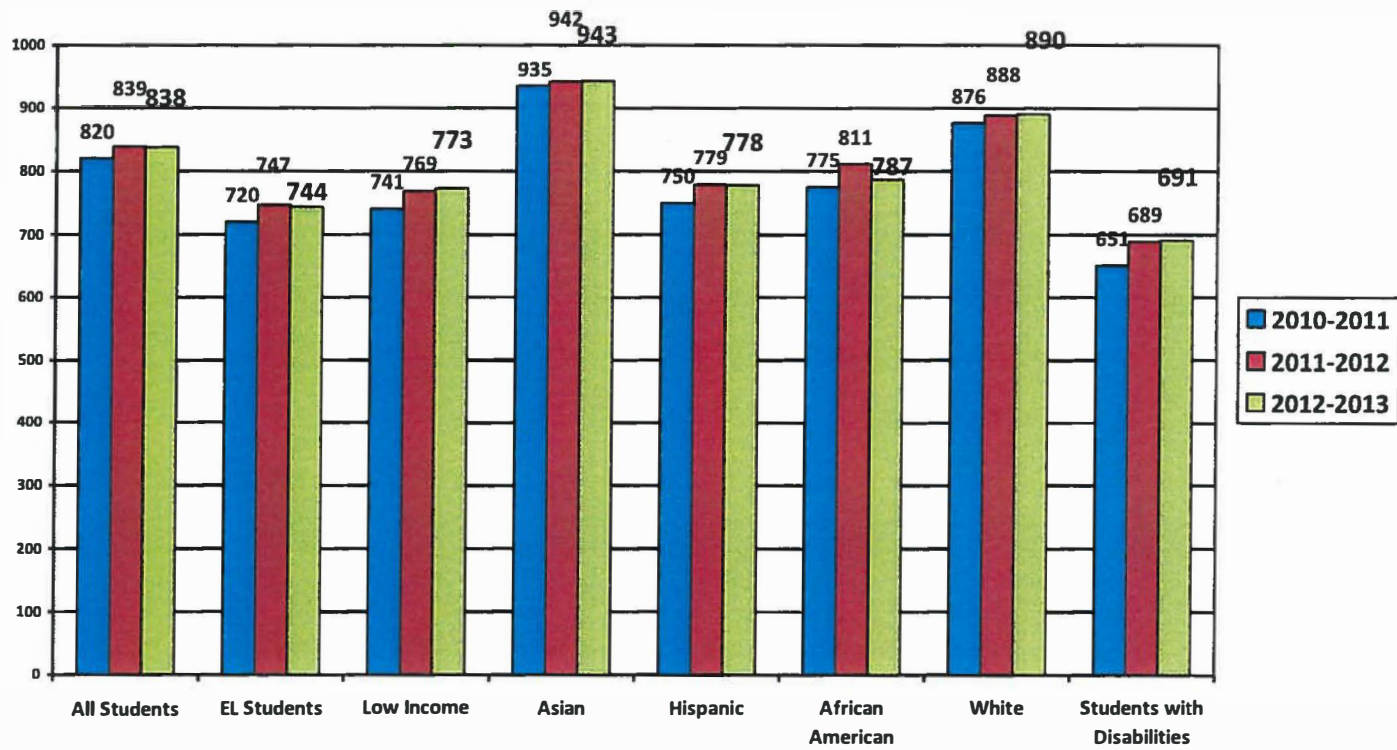
ORANGE UNIFIED SCHOOL DISTRICT

B. PUPIL OUTCOMES (STATE PRIORITIES 4, 8)

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

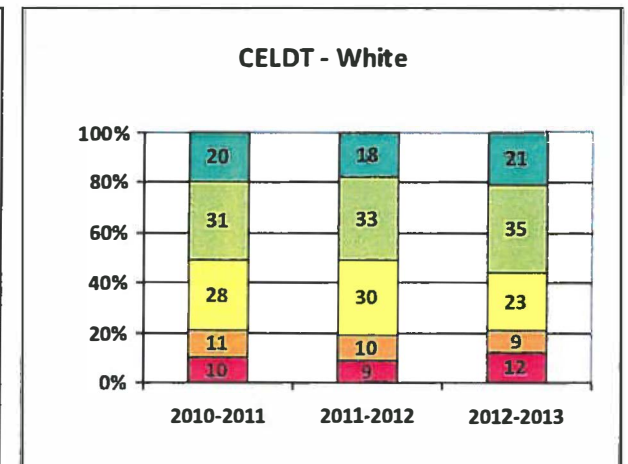
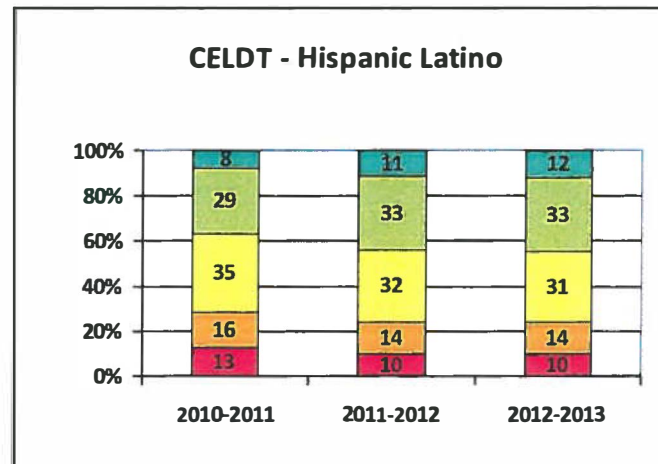
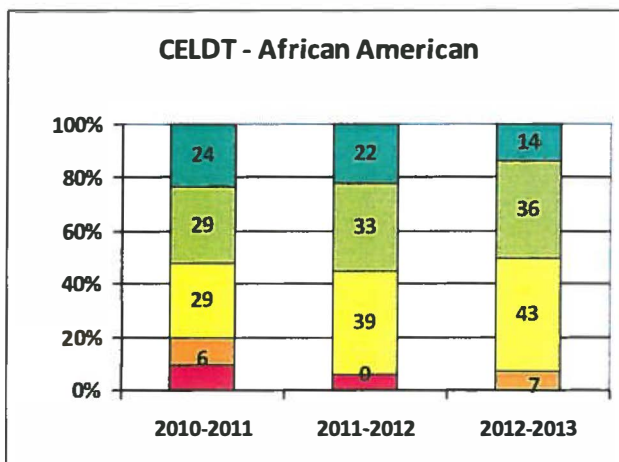
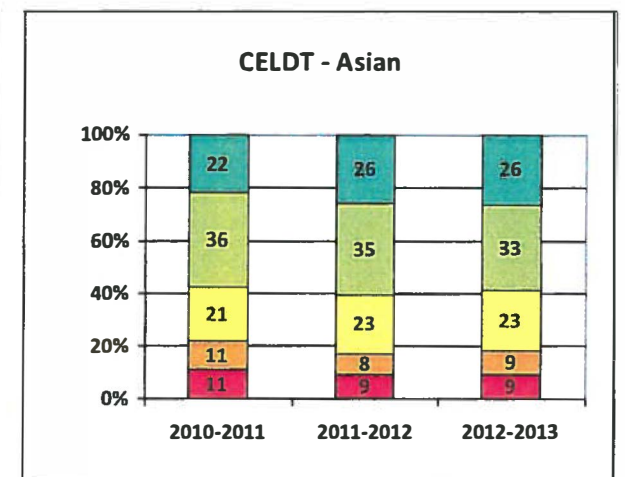
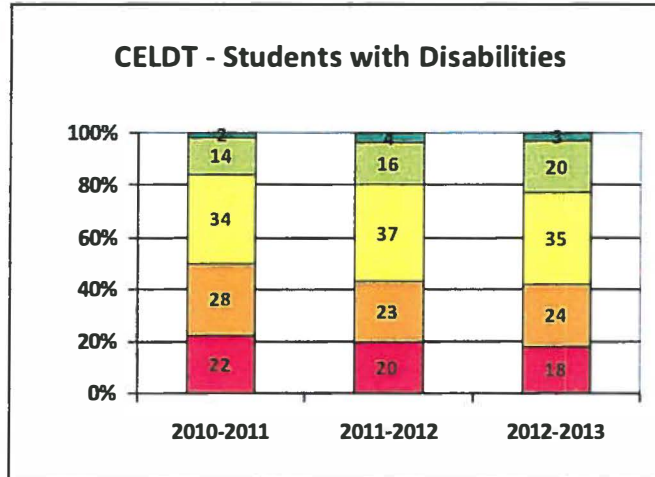
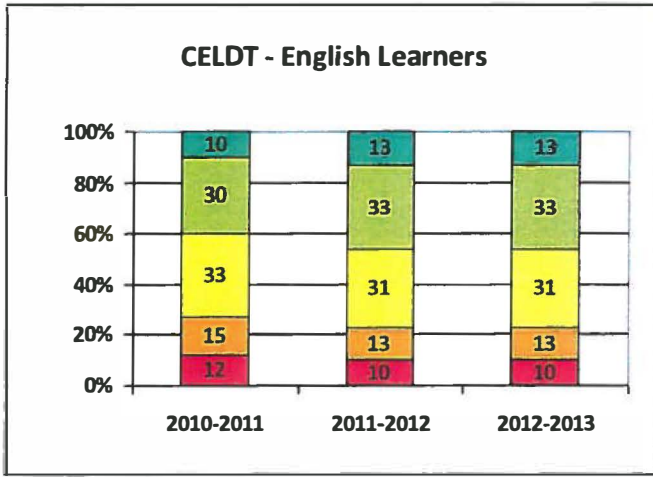


Academic Performance Index (API) per Subgroup



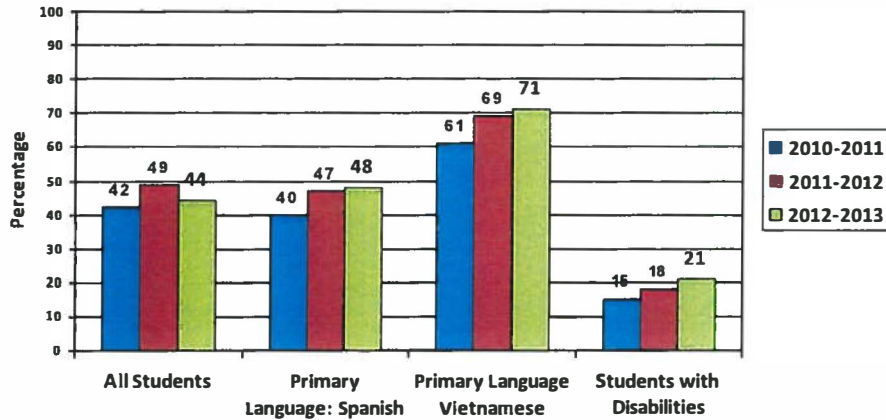
California English Language Development Test (CELDT) Results by Performance Level

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

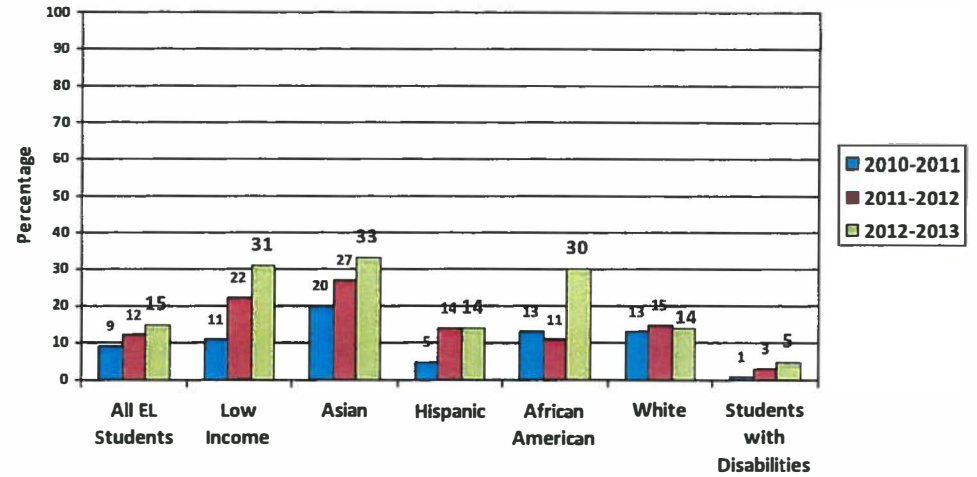


*Data is not available for Low Income or Foster Youth sub groups. Systems will be put in place, so that data for these subgroups is available in future years.

**Percent of English Learners Achieving English Proficiency on the CELDT
(Per CELDT Criterion Report)**

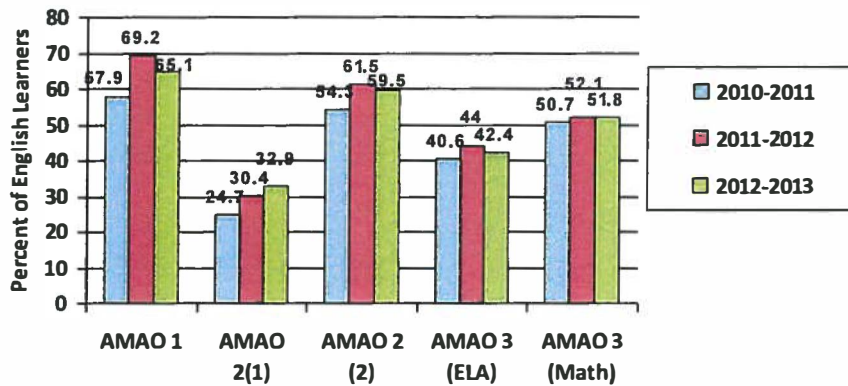


English Learner Reclassification to Fluent English Proficient Rate



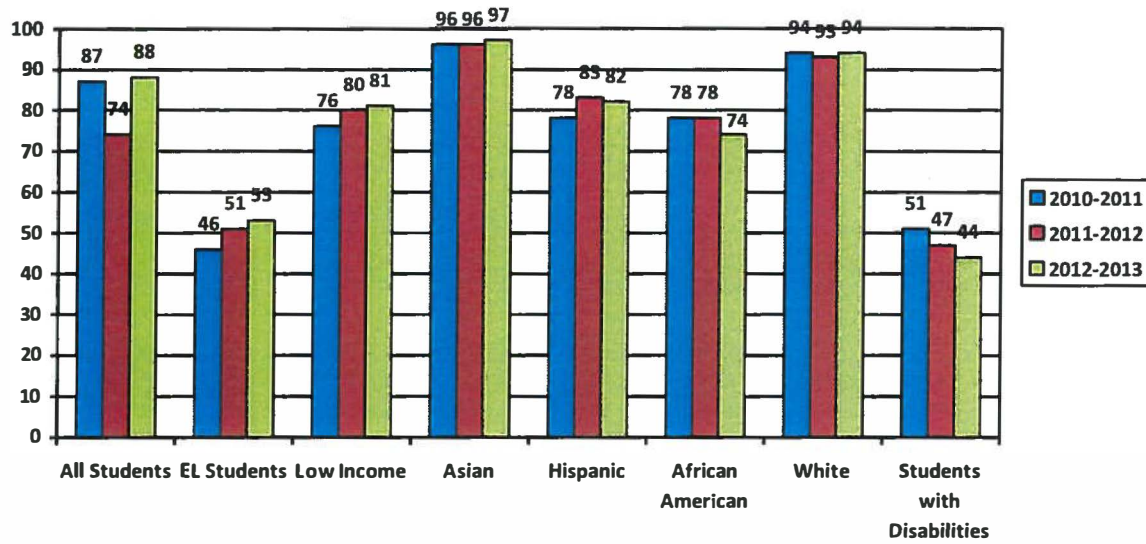
*During the years 2010-2013, data was reported by language not subgroup. Systems are being put in place so that in the future subgroup data will be available.

Percent of ELs Meeting Title III AMAO Targets

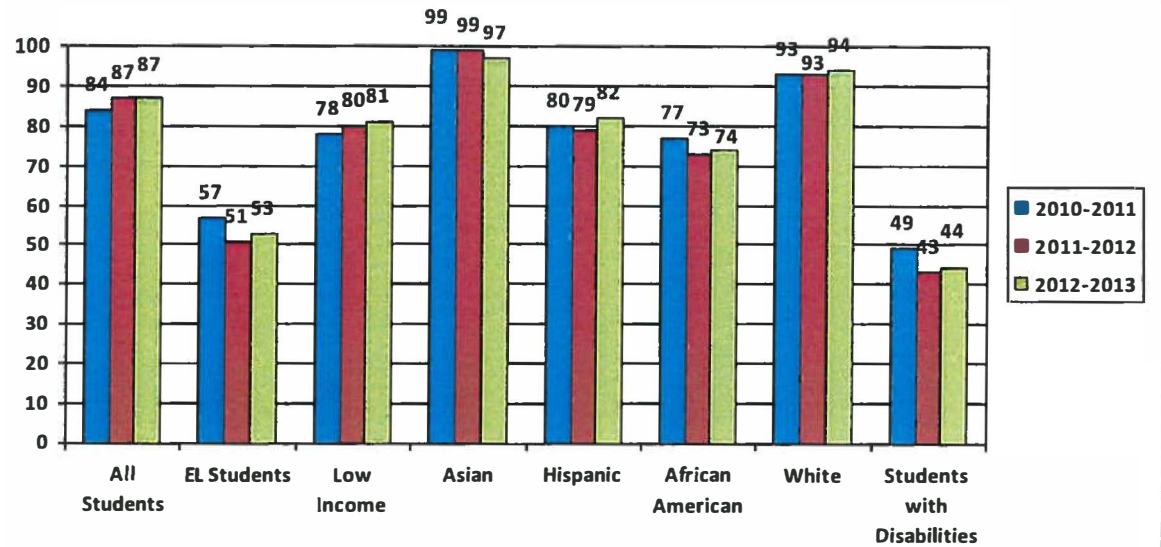


AMAO 1 reflects the percentage of ELs making annual progress on the CELDT. AMAO 2 measures the extent to which ELs are attaining the English proficient level on the CELDT at a given point in time. In California, two cohorts have been established for the AMAO 2: (1) ELs who have been in language instruction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

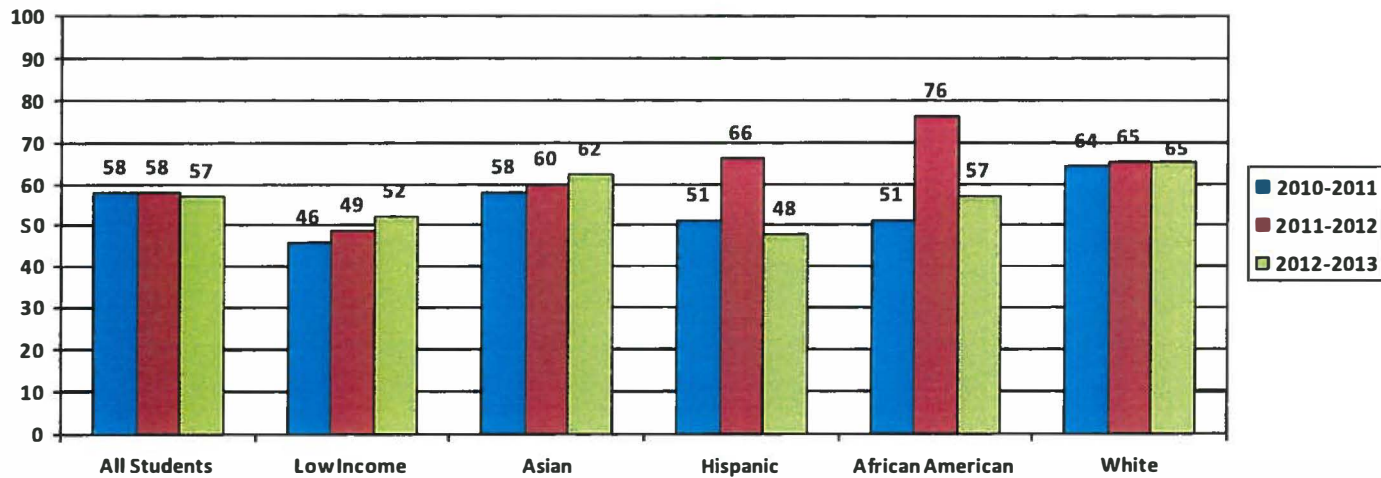
CAHSEE (ELA) Percentage Passing



CAHSEE (Math) Percentage Passing

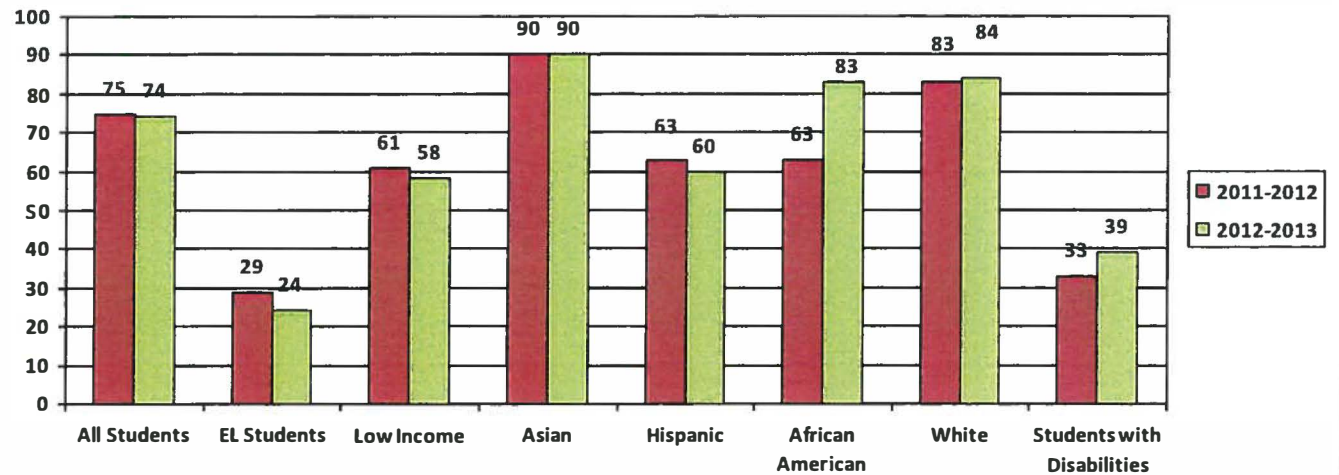


Percent of Students Who Passed AP Exam with a Score of 3 or Higher



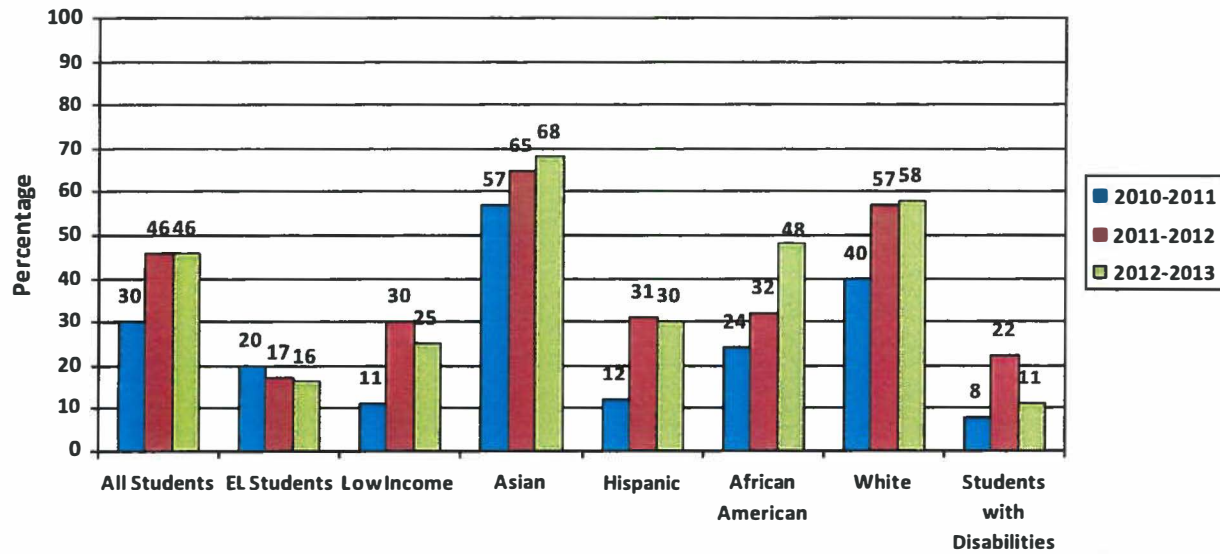
*Data was pulled from the College Board. Data was not available for the following subgroups: English Learners, Students with Disabilities, and Foster Youth. Systems are being put in place so that in the future this subgroup data will be available.

Percent of Students Completing A-G Requirements

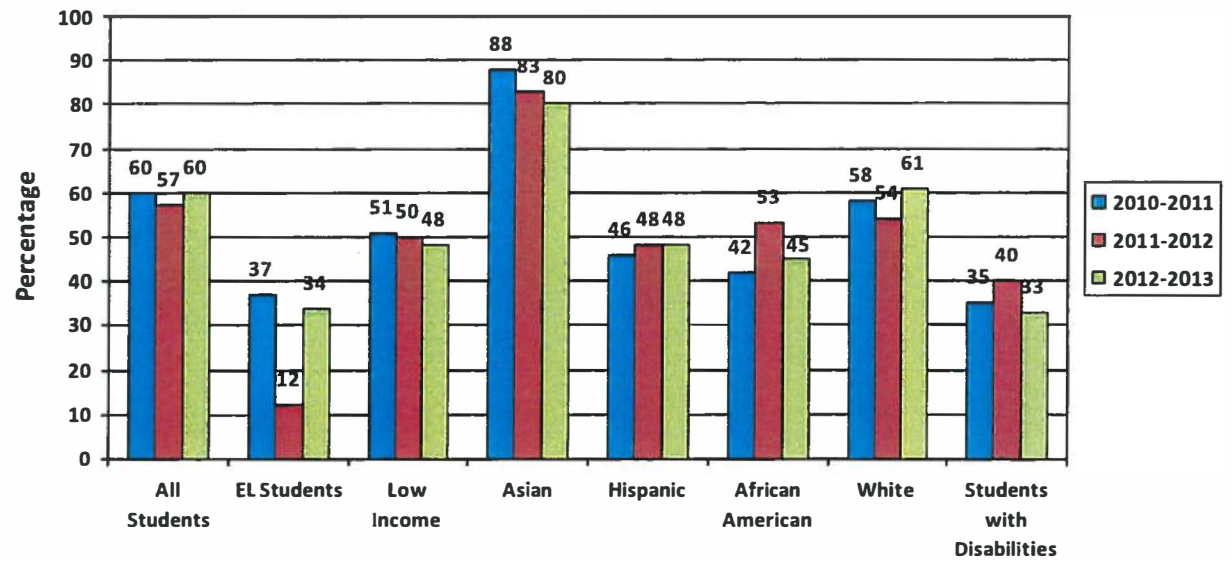


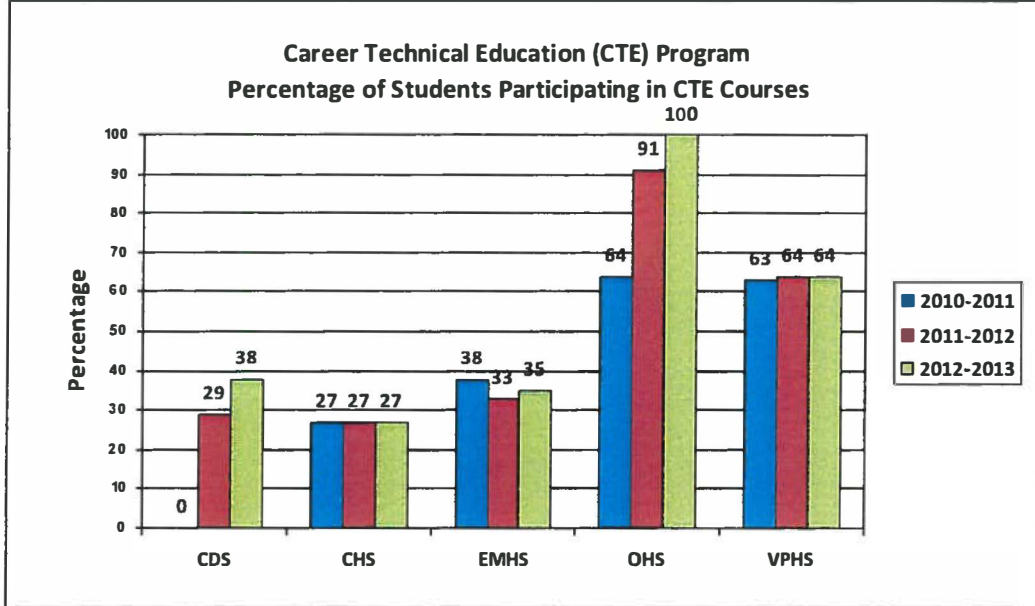
*Data for 2010-2011 is not available due to a tagging issue in student information system. This issue has been resolved for subsequent years.

Students Determined Ready for College ELA by EAP



Students Determined Ready for College Math by EAP





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

ORANGE UNIFIED SCHOOL DISTRICT

C. ENGAGEMENT (STATE PRIORITIES 3, 6, 8)

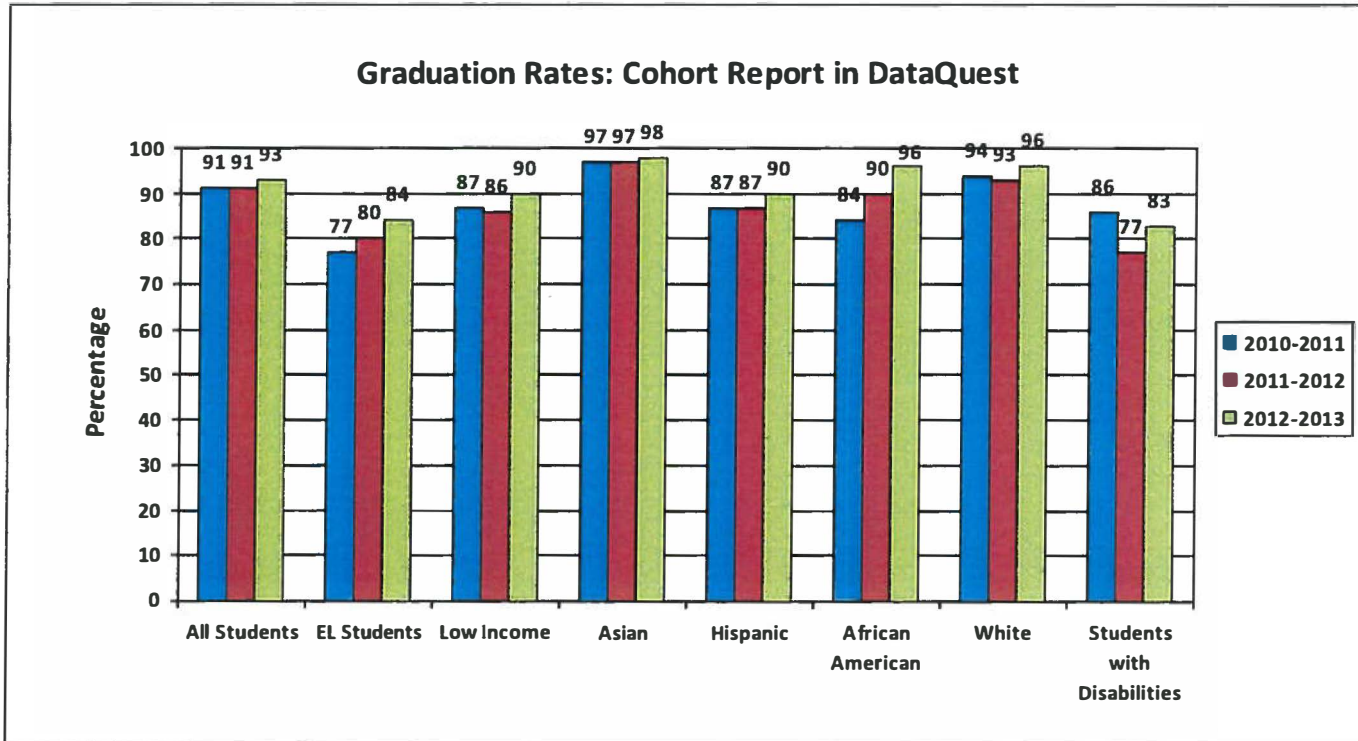
*Please note that due to tagging issues in our student information system, data is not available for our foster youth subgroup. Systems are being put in place so that this data will be available for future years.

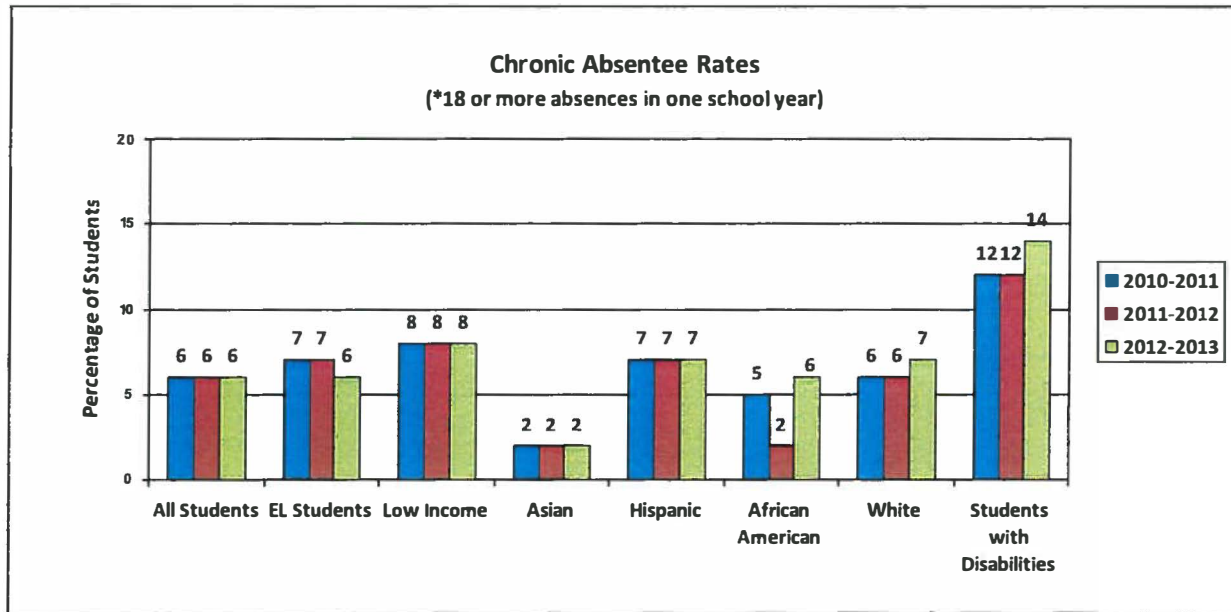
Grade 9-12 Dropout Rate (Percentage of Students)

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

Suspension and Expulsion Numbers

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





California Healthy Kids Survey

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

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

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

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

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

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

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

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

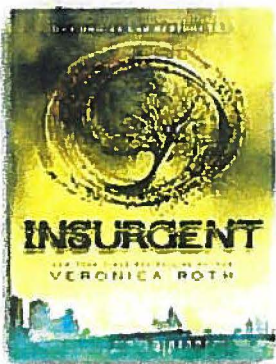
Digital Content

for Curriculum & Instruction Goals

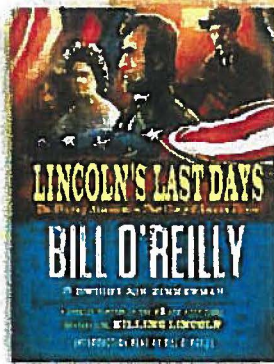
eBooks & audiobooks for every K-12 educational need



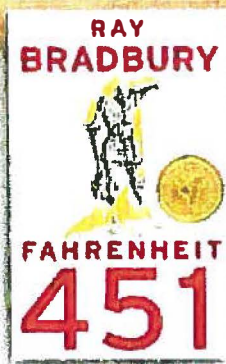
Engaging
Fiction



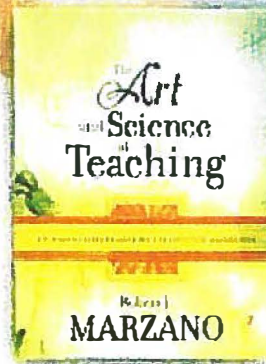
Informational &
Literary Nonfiction



Literature &
Classroom Reads



Professional
Development



Supplemental
Curriculums



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- Guidance and expertise to ensure deep implementation
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Informational Texts and Literary Nonfiction

Support student comprehension for increasing text complexity, improve nonfiction reading and writing skills, and support implementation of Common Core State Standards and Units of Study in all subject areas via leveled texts.



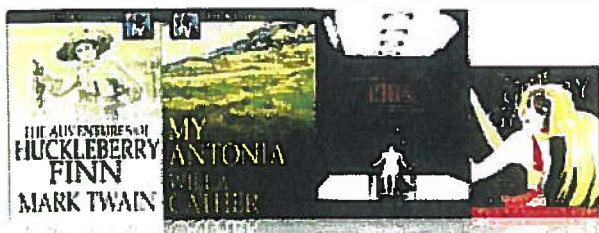
Engaging Fiction

Supports implementation of Reader's Workshop, Guided Reading, Literature Circle, or Accelerated Reader (AR) programs with top fiction titles ready for any device



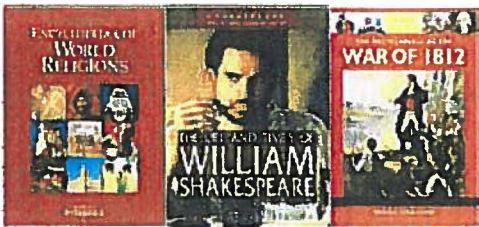
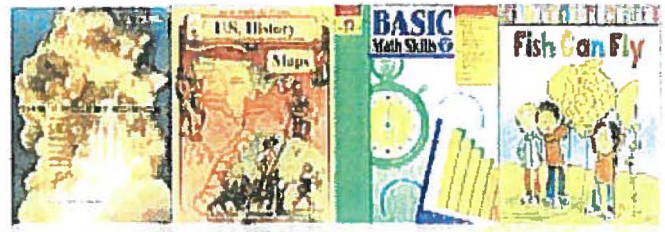
Literature & Classroom Reads

Encourage aspirational reading with challenging novels, drama, short stories and poetry. Many titles are available for simultaneous use and presentation on interactive whiteboards.



Supplemental Curriculum Materials

Integrate with CCSS-aligned Units of Study and Performance Assessments, including Math, Science, Social Studies, and English Language Arts.



Reference

Encourage thorough research and skill development with reference titles in a wide variety of subjects, including History, Arts & Humanities, Math and many more.



Professional Development

Support continuing education for faculty and staff with titles on media literacy, classroom instruction skills and more.



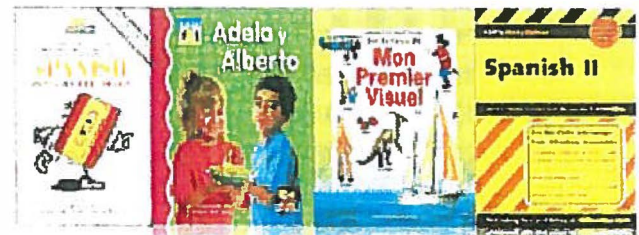
Study Guide & Test Prep

Provide additional preparation materials for everyday tests, AP testing and college entrance exams.



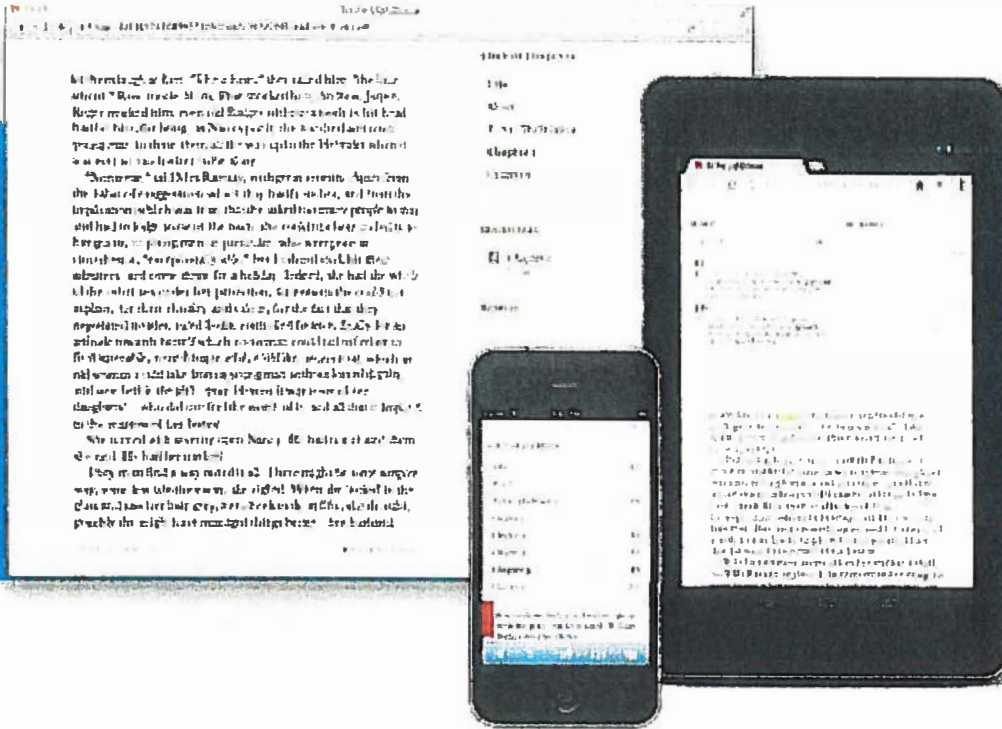
Foreign Language Learning (incl. ELL)

Support English Language Learners (ELL) and foreign language immersion with titles in Spanish, Chinese, and more.



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sales@overdrive.com • www.overdrive.com

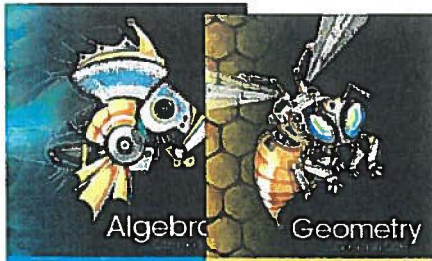
K-12 Digital Textbooks

PEARSON

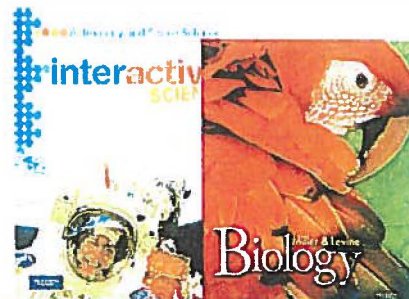
Now Available for the 1st time!

Now for the first time, K-12 digital textbooks are available from OverDrive.

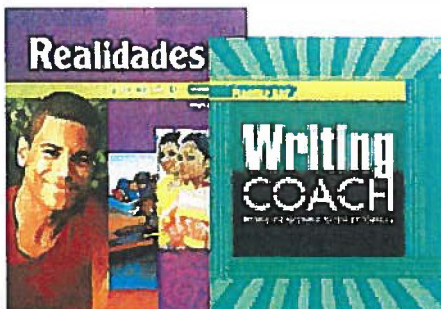
Pearson, the world's leading learning company, now offers dozens of its latest PreK-12 editions of textbooks in digital! Many of these titles support Common core. Subjects include:



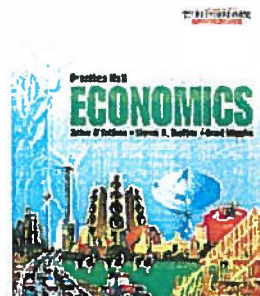
MATH



SCIENCE



LANGUAGE STUDY



SOCIAL STUDIES

Reach more of your students in new ways, and maximize convenience. Available for both schools and public libraries, now you can supplement your print

textbooks with 24/7 access to many of the most popular textbooks in use today. For a partial list, see reverse.

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Now Available! K-12 Digital Textbooks from Pearson

Language Study

Realidades ©2014 (Levels A, B, 1-4)
Writing Coach ©2012 Gr. 6-12
Prentice Hall Writing Coach ©2012
AP French ©2012*
Reading Street™ Common Core ©2013

Science

Astronomy and Space Science
Biology ©2010
Interactive Science Gr. K-8
- Cells and Heredity
- Science and Technology
- Earth's Structure
- Earth's Surface
- Water and Atmosphere
- Astronomy and Space Science
- Ecology and the Environment
- The Diversity of Life
- Human Body Systems
- Introduction to Chemistry
- Forces and Energy
- Sound and Light
Environmental Science ©2011
Miller and Levine Biology ©2010
Pearson Health ©2014

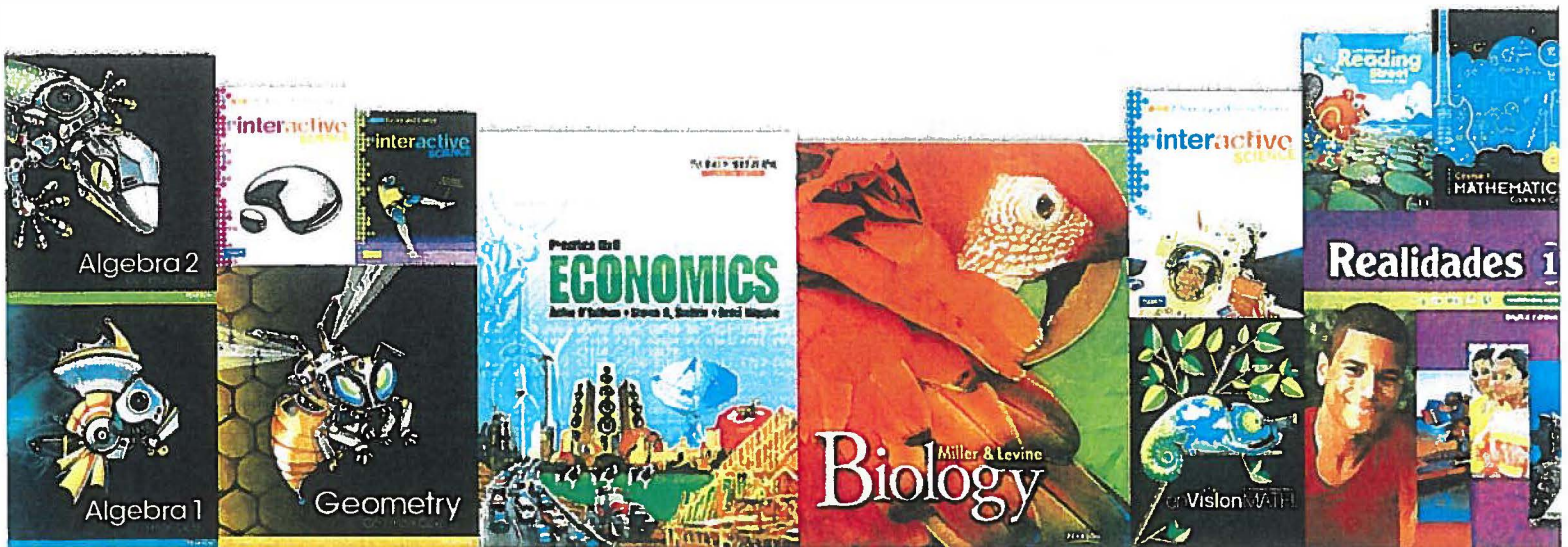
Math

Pearson Mathematics Common Core Edition ©2012
- Algebra I
- Algebra II
- Geometry
- Algebra I Foundations
- Algebra II Foundations
- Geometry Foundations
enVisionMATH Common Core K-6
Prentice Hall Middle Grades Mathematics ©2013
CME Mathematics Common Core ©2013
- Algebra 1
- Algebra 2
- Geometry
- Precalculus

Social Studies

Prentice Hall United States History ©2014
Prentice Hall Economics ©2013
myWorld Social Studies K-5

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To order, visit OverDrive Marketplace or contact your Collection Development specialist today.
collectionteam@overdrive.com

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school@overdrive.com

OverDrive®



Orange Unified School District

Recommendation for Adoption of Instructional Materials

Type of Adoption:	<input type="checkbox"/> Core Adoption	<input checked="" type="checkbox"/> Re-Adoption	<input type="checkbox"/> Supplemental	<input type="checkbox"/> Intervention
Recommended Level of Supply:	<input checked="" type="checkbox"/> Basic - 1 per student	<input type="checkbox"/> Classroom Set	<input type="checkbox"/> Other – Specify: _____	
Title: <u>enVision Math CA Common Core Edition</u>	Curriculum Area: <u>Mathematics</u>	Copyright: <u>2015</u>		
Author: <u>Charles, Caldwell, and Others</u>	Course Name: <u>N/A</u>	Grade Level: <u>K-2</u>		
Publisher: <u>Scott Foresman/Pearson Education</u>	Course Number: <u>N/A</u>	Reading Level: <u>K-2</u>		

Reasons for selection of this material for adoption in the Orange Unified School District:

The new enVision Math California Common Core has been approved by the State to meet the new Common Core standards for Mathematics. Pearson is offering a transition cost reduction for existing enVision customers that will provide the K-2 consumable student editions for a reduced cost along with free teacher materials.

List all items that are to be approved. (They must be listed here for approval in order to be purchased – attach a price list for large adoptions)	Recommended/Reviewed by: (Type Name & Site / Department - Administrator Approval should be included)		
Description	ISBN/Item #	Price	Cathleen Corella, Administrative Director of Curriculum & Instruction
See attached list			Heather Bosworth, Coordinator of 21st Century Teaching & Learning
			See attached list from review committee (4/10/14)

Compliance Evaluation (required for approval)

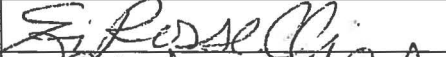

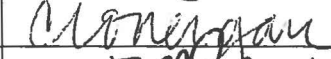
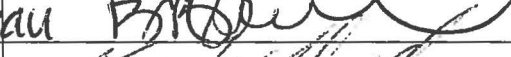
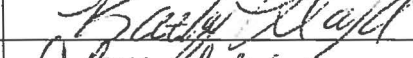

adapted from School Education Code Sections 60040-60200

- | | | | |
|---|-------------------------------------|--------------------------|-------------------------------------|
| 1. Male and Female Roles (60040) | Yes | No | n/a |
| Contains no adverse reflections on any person due to gender and depicts contributions of both men and women | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Materials may not demean, stereotype, or be patronizing toward gender. References and illustrations must portray male and females approximately evenly in terms of number and importance, except as limited by accuracy or special purpose.</i> | | | |
| 2. Cultural and Racial Diversity (60040) | Yes | No | n/a |
| Contains no adverse reflections on any person due to race, ethnicity, disability, nationality, sexual orientation or occupation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Depicts contributions of other nationalities; ethnicities; lesbian, gay, bisexual, and transgender Americans; persons with disabilities, and members of other ethnic and cultural groups | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Materials may not demean, stereotype, or be patronizing toward any groups listed above. Differences in customs or lifestyles must not be depicted as undesirable. References and illustrations must show a fair proportion of diverse ethnic groups, except as limited by accuracy or a special purpose.</i> | | | |
| 3. Religion (60044) | Yes | No | n/a |
| Contains no adverse reflection on any person because of their religion | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contains no sectarian or denominational doctrine or propaganda contrary to the law | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Entrepreneur and Labor (60040) | Yes | No | n/a |
| Contains no adverse reflections on any person due to occupation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Depicts contributions of the entrepreneur and labor to the development of the U.S. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>References or labels must not demean, stereotype, or be patronizing toward an occupation, vocation or livelihood.</i> | | | |
| 5. Ecology and Environment (60041) | Yes | No | n/a |
| Accurately portrays man's place in ecological systems and necessity for protection of our environment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Dangerous Substances (60041) | Yes | No | n/a |
| Accurately portrays effects of tobacco, alcohol, narcotics, restricted dangerous drugs and other dangerous substances | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Thrift, Fire Prevention and Humane Treatment (60042) | Yes | No | n/a |
| Encourages thrift, fire prevention, and the humane treatment of animals and people | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Declaration of Independence and Constitution of the United States (60043) | Yes | No | n/a |
| If appropriate to comprehension of pupils, textbooks for social science, history or civics classes contain the Declaration of Independence and the Constitution of the United States | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. Grammar and Spelling (60045) | Yes | No | n/a |
| With the exception of literature and trade books, proper grammar and spelling is used | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Brand Names, Products and Logos (60048 & 60200) | Yes | No | n/a |
| Contains no brand names, products or corporate/company logos unless used for educational purposes or where the appearance of the brand name, product or logo in an illustration is incidental to the general nature of the illustration | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ENVISION MATH

Instructional Materials Review

April 10, 2014

Print	Signature
Erin Rosselli	
Eva Savola	
Cathy Loneragan	
Brandi Black-LeTourneau	
Kathy Lloyd	
Christina Barzani	



Phone: 1-800-848-9500
 Fax: 1-877-260-2530
 Mail: Pearson Curriculum
 P.O. BOX 2500
 Lebanon, IN. 46052

Elementary School

**Price List Order Form for:
 enVisionMATH California Common Core ©2015**

Valid Through 9/30/14

~All orders must include an official PO on district letterhead with an approval signature and dollar amount ~

ORDERING INFORMATION:

School: Simply enclose your official purchase order, authorized signature, and title.
 Teachers: We can bill your school if you provide an approved purchase order.
 Individuals: Please enclose a check, money order, or credit card information. Be sure to include appropriate taxes.

PAYMENT METHOD: (please check one of the following)

Purchase Order Number _____
 Check or Money Order Enclosed
 Credit Card MasterCard Visa American Express Discover
 Credit Card Number: _____
 Card Expiration Date: _____
 Card Holder Signature: _____

SHIP TO INFORMATION: (if different than Bill To)

School: _____
 District: _____
 Address: _____
 City, St, Zip: _____
 Name: _____
 Title: _____
 Telephone: _____
 Email: _____

BILL TO INFORMATION:

School: _____
 District: _____
 Address: _____
 City, St, Zip: _____
 Name: _____
 Title: _____
 Telephone: _____
 Email: _____

PURCHASE SUMMARY:

CONTRACT SUBTOTALS:

Kindergarten	\$	99,529.92
Grade 1	\$	91,235.76
Grade 2	\$	95,382.84
Subtotal	\$	286,148.52

****NON-CONTRACT SUBTOTALS:**

Kindergarten	\$	-
Grade 1	\$	-
Grade 2	\$	-
Subtotal	\$	-
S/H (10%)	\$	-
Subtotal	\$	-

COMBINED TOTAL:

Contract	\$	286,148.52
Non-Contract	\$	-
Subtotal	\$	286,148.52
Tax	\$	22,891.88
Grand Total	\$	309,040.40

8.00% (Input local sales tax in light grey area in decimal format, ex .0875)

*Offers and/or Order Forms that are altered in any way will not be honored. Offers, pricing, and availability subject to change.
 This program has been approved by the California Department of Education and is under contract. Pricing includes shipping and handling, but does not include applicable taxes. All no charge materials are given first year of adoption only, unless otherwise noted.
 *Titles have passed Legal Compliance approval only. Prices are under contract.
 ** Titles are not under contract. Shipping & Handling will be added to price.*

enVisionMATH California Common Core ©2015

Kindergarten **PROMO CODE: CAK2**

ISBN 13	Item Description	Quantity Charged	Quantity Free	Price	Total Charged
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Classroom Set: Must purchase from the four options below for a minimum of 20 students per classroom to qualify for FREE materials

2-Year CA Common Core Student Lesson Packets. Includes CA Math Practices Poster and Digital Courseware

Note: Student Editions are a subscription. Year 2 will be automatically shipped on the anniversary date of the PO.

9780328826650	2-Year 20-Pack			\$ 863.97	\$ -
9780328826834	2-Year 24-Pack	96		\$1,036.77	\$ 99,529.92
9780328826957	2-Year 28-Pack			\$1,209.57	\$ -
9780328827077	2-Year 32-Pack			\$1,382.37	\$ -

Upon request, receive one of each of the following items FREE per teacher (or at the ratio noted below)

9780328783571	CA Teacher's Edition & Resource Package (Includes Overview & Implementation Guide, CA Topic TE's, CA Domain Resource Books, CA Assessment Sourcebook)			\$ 642.57	\$ -
ONLINE	Digital Courseware Access for Teachers			n/a	
9780328785919	CA Common Core ExamView CD-ROM**			\$ 106.97	\$ -
9780328798087	CA Teacher Edition eText DVD**			\$ 591.47	\$ -

Additional Materials For Purchase

9780328826537	2-Year Student Edition Foldable 4-Pack (Includes Digital Courseware)			\$ 172.77	\$ -
9780328785773	CA Common Core Standards Practice Workbook Teacher's Guide			\$ 24.80	\$ -
9780328786473	CA Common Core Standards Practice Workbook			\$ 6.45	\$ -
9780328790739	CA Common Core Practice & Reteaching Workbook**			\$ 9.47	\$ -

Contract Titles Total: \$ 99,529.92

****Non-Contract Titles Total: \$ -**

Grade 1 **PROMO CODE: CAK2**

ISBN 13	Item Description	Quantity Charged	Quantity Free	Price	Total Charged
---------	------------------	------------------	---------------	-------	---------------

Classroom Set: Must purchase from the four options below for a minimum of 20 students per classroom to qualify for FREE materials

2-Year CA Common Core Student Lesson Packets. Includes CA Math Practices Poster and Digital Courseware

Note: Student Editions are a subscription. Year 2 will be automatically shipped on the anniversary date of the PO.

9780328826667	2-Year 20-Pack			\$ 863.97	\$ -
9780328826841	2-Year 24-Pack	88		\$1,036.77	\$ 91,235.76
9780328826964	2-Year 28-Pack			\$1,209.57	\$ -
9780328827084	2-Year 32-Pack			\$1,382.37	\$ -

Upon request, receive one of each of the following items FREE per teacher (or at the ratio noted below)

9780328783588	CA Teacher's Edition & Resource Package (Includes Overview & Implementation Guide, CA Topic TE's, CA Domain Resource Books, CA Assessment Sourcebook)			\$ 642.57	\$ -
ONLINE	Digital Courseware Access for Teachers			n/a	
9780328785926	CA Common Core ExamView CD-ROM**			\$ 106.97	\$ -
9780328798094	CA Teacher Edition eText DVD**			\$ 591.47	\$ -

Additional Materials For Purchase

9780328826544	2-Year Student Edition Foldable 4-Pack (Includes Digital Courseware)			\$ 172.77	\$ -
9780328785780	CA Common Core Standards Practice Workbook Teacher's Guide			\$ 24.80	\$ -
9780328786480	CA Common Core Standards Practice Workbook			\$ 6.45	\$ -
9780328790746	CA Common Core Practice & Reteaching Workbook**			\$ 9.47	\$ -

Contract titles Total: \$ 91,235.76

****Non-Contract Titles Total: \$ -**

enVisionMATH California Common Core ©2015

Grade 2 **PROMO CODE: CAK2***

ISBN 13	Item Description	Quantity Charged	Quantity Free	Price	Total Charged
Classroom Set: Must purchase from the four options below for a minimum of 20 students per classroom to qualify for FREE materials					
2-Year CA Common Core Student Lesson Packets. Includes CA Math Practices Poster and Digital Courseware					
<i>Note: Student Editions are a subscription. Year 2 will be automatically shipped on the anniversary date of the PO.</i>					
9780328826674	2-Year 20-Pack			\$ 863.97	\$ -
9780328826858	2-Year 24-Pack	92		\$1,036.77	\$ 95,382.84
9780328826971	2-Year 28-Pack			\$1,209.57	\$ -
9780328827091	2-Year 32-Pack			\$1,382.37	\$ -

Upon request, receive one of each of the following items FREE per teacher (or at the ratio noted below)

9780328783595	CA Teacher's Edition & Resource Package (Includes Overview & Implementation Guide, CA Topic TE's, CA Domain Resource Books, CA Assessment Sourcebook)			\$ 642.57	\$ -
ONLINE	Digital Courseware Access for Teachers			n/a	
9780328785933	CA Common Core ExamView CD-ROM**			\$ 106.97	\$ -
9780328798100	CA Teacher Edition eText DVD**			\$ 591.47	\$ -

Additional Materials For Purchase

9780328826551	2-Year Student Edition Foldable 4-Pack (Includes Digital Courseware)			\$ 172.77	\$ -
9780328785797	CA Common Core Standards Practice Workbook Teacher's Guide			\$ 24.80	\$ -
9780328786497	CA Common Core Standards Practice Workbook			\$ 6.45	\$ -
9780328790753	CA Common Core Practice & Reteaching Workbook**			\$ 9.47	\$ -

Contract Titles Total: \$ 95,382.84

****Non-Contract Titles Total: \$ -**



Orange Unified School District

Recommendation for Adoption of Instructional Materials

Type of Adoption: Core Adoption Re-Adoption Supplemental Intervention

Recommended Level of Supply: Basic - 1 per student Classroom Set Other – Specify: Set of teacher support items

Title: <u>enVision Math CA Common Core Edition</u>	Curriculum Area: <u>Mathematics</u>	Copyright: <u>2015</u>
Author: <u>Charles, Caldwell, and Others</u>	Course Name: <u>N/A</u>	Grade Level: <u>3-6</u>
Publisher: <u>Scott Foresman/Pearson Education</u>	Course Number: <u>N/A</u>	Reading Level: <u>3-6</u>

Reasons for selection of this material for adoption in the Orange Unified School District:

The new enVision Math California Common Core has been approved by the State to meet the new Common Core standards for Mathematics. Pearson is offering a transition cost reduction for existing enVision customers that will provide the K-2 consumable student editions for a reduced cost along with free teacher materials. While the new K-2 items are implemented the committee would like to provide select Common Core support items to Grades 3-6.

<i>List all items that are to be approved. (They must be listed here for approval in order to be purchased – attach a price list for large adoptions)</i>	<i>Recommended/Reviewed by: (Type Name & Site / Department - Administrator Approval should be included)</i>
Description	ISBN/Item #
Price	
See attached list	Cathleen Corella, Administrative Director of Curriculum & Instruction
	Heather Bosworth, Coordinator of 21st Century Teaching & Learning
	See attached list from review committee (4/10/14)

Compliance Evaluation (required for approval)

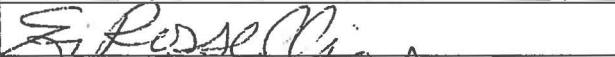
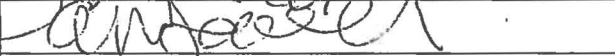
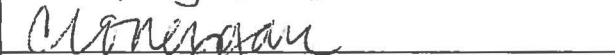
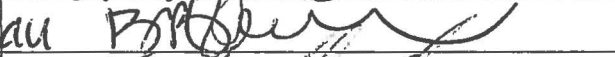


adapted from School Education Code Sections 60040-60200

- | | | | |
|---|-------------------------------------|--------------------------|-------------------------------------|
| 1. Male and Female Roles (60040) | Yes | No | n/a |
| Contains no adverse reflections on any person due to gender and depicts contributions of both men and women | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Materials may not demean, stereotype, or be patronizing toward gender. References and illustrations must portray male and females approximately evenly in terms of number and importance, except as limited by accuracy or special purpose.</i> | | | |
| 2. Cultural and Racial Diversity (60040) | Yes | No | n/a |
| Contains no adverse reflections on any person due to race, ethnicity, disability, nationality, sexual orientation or occupation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Depicts contributions of other nationalities; ethnicities; lesbian, gay, bisexual, and transgender Americans; persons with disabilities, and members of other ethnic and cultural groups | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Materials may not demean, stereotype, or be patronizing toward any groups listed above. Differences in customs or lifestyles must not be depicted as undesirable. References and illustrations must show a fair proportion of diverse ethnic groups, except as limited by accuracy or a special purpose.</i> | | | |
| 3. Religion (60044) | Yes | No | n/a |
| Contains no adverse reflection on any person because of their religion | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contains no sectarian or denominational doctrine or propaganda contrary to the law | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Entrepreneur and Labor (60040) | Yes | No | n/a |
| Contains no adverse reflections on any person due to occupation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Depicts contributions of the entrepreneur and labor to the development of the U.S. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>References or labels must not demean, stereotype, or be patronizing toward an occupation, vocation or livelihood.</i> | | | |
| 5. Ecology and Environment (60041) | Yes | No | n/a |
| Accurately portrays man's place in ecological systems and necessity for protection of our environment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Dangerous Substances (60041) | Yes | No | n/a |
| Accurately portrays effects of tobacco, alcohol, narcotics, restricted dangerous drugs and other dangerous substances | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Thrift, Fire Prevention and Humane Treatment (60042) | Yes | No | n/a |
| Encourages thrift, fire prevention, and the humane treatment of animals and people | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Declaration of Independence and Constitution of the United States (60043) | Yes | No | n/a |
| If appropriate to comprehension of pupils, textbooks for social science, history or civics classes contain the Declaration of Independence and the Constitution of the United States | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. Grammar and Spelling (60045) | Yes | No | n/a |
| With the exception of literature and trade books, proper grammar and spelling is used | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Brand Names, Products and Logos (60048 & 60200) | Yes | No | n/a |
| Contains no brand names, products or corporate/company logos unless used for educational purposes or where the appearance of the brand name, product or logo in an illustration is incidental to the general nature of the illustration | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ENVISION MATH

Instructional Materials Review

April 10, 2014

Print	Signature
Erin Rossetti	
Eva Savola	
Cathy Lonergan	
Branchi Black-LeTourneau	
Kathy Lloyd	
Christina Barzani	

Estimated Cost to Purchase enVision Common Core Support Items for Grades 3-6

ISBN	Title	Price	Qty	Total
9780328785667	CALIFORNIA COMMON CORE ASSESSMENT SOURCEBOOK	\$30.00	1	\$30.00
9780328795819	CALIFORNIA COMMON CORE PRACTICE POSTER GRADES 3/6	\$9.97	1	\$9.97
9780328785803	CALIFORNIA COMMON CORE STANDARDS PRACTICE WORKBOOK TEACHER GUIDE	\$22.97	1	\$22.97
9780328786503	CALIFORNIA COMMON CORE STANDARDS PRACTICE WORKBOOK	\$5.97	1	\$5.97

Grade 3 Subtotal	\$68.91
Approximate Total Per Teacher with Tax	\$74.42
Estimated Number of Grade 3 Teachers	81
Estimated Cost for Grade 3	\$6,028.25

ISBN	Title	Price	Qty	Total
9780328785674	CALIFORNIA COMMON CORE ASSESSMENT SOURCEBOOK	\$30.00	1	\$30.00
9780328795819	CALIFORNIA COMMON CORE PRACTICE POSTER GRADES 3/6	\$9.97	1	\$9.97
9780328785810	CALIFORNIA COMMON CORE STANDARDS PRACTICE WORKBOOK TEACHER GUIDE	\$22.97	1	\$22.97
9780328786510	CALIFORNIA COMMON CORE STANDARDS PRACTICE WORKBOOK	\$5.97	1	\$5.97

Grade 4 Subtotal	\$68.91
Approximate Total Per Teacher with Tax	\$74.42
Estimated Number of Grade 4 Teachers	77
Estimated Cost for Grade 4	\$5,730.56

ISBN	Title	Price	Qty	Total
9780328785681	CALIFORNIA COMMON CORE ASSESSMENT SOURCEBOOK	\$30.00	1	\$30.00
9780328795819	CALIFORNIA COMMON CORE PRACTICE POSTER GRADES 3/6	\$9.97	1	\$9.97
9780328785827	CALIFORNIA COMMON CORE STANDARDS PRACTICE WORKBOOK TEACHER GUIDE	\$22.97	1	\$22.97
9780328786527	CALIFORNIA COMMON CORE STANDARDS PRACTICE WORKBOOK	\$5.97	1	\$5.97

Grade 5 Subtotal	\$68.91
Approximate Total Per Teacher with Tax	\$74.42
Estimated Number of Grade 5 Teachers	79
Estimated Cost for Grade 5	\$5,879.40

ISBN	Title	Price	Qty	Total
9780328785698	CALIFORNIA COMMON CORE ASSESSMENT SOURCEBOOK	\$30.00	1	\$30.00
9780328795819	CALIFORNIA COMMON CORE PRACTICE POSTER GRADES 3/6	\$9.97	1	\$9.97
9780328785834	CALIFORNIA COMMON CORE STANDARDS PRACTICE WORKBOOK TEACHER GUIDE	\$22.97	1	\$22.97
9780328786534	CALIFORNIA COMMON CORE STANDARDS PRACTICE WORKBOOK	\$5.97	1	\$5.97

Grade 6 Subtotal	\$68.91
Total Per Teacher with Tax	\$74.42
Estimated Number of Grade 6 Teachers	61
Estimated Cost for Grade 6	\$4,539.79

Estimated Total District Cost Grades 3-6 **\$22,177.99**



Orange Unified School District

Recommendation for Adoption of Instructional Materials

Type of Adoption: Core Adoption Re-Adoption Supplemental Intervention

Recommended Level of Supply: Basic - 1 per student Classroom Set Other - Specify: _____

Title: <u>MathLinks Grade 8 Comprehensive Program</u>	Curriculum Area: <u>Mathematics</u>	Copyright: <u>2013</u>
Author: <u>Kriegler, Goldstein, and Others</u>	Course Name: <u>Math 8</u>	Grade Level: <u>8</u>
Publisher: <u>Center For Mathematics & Teaching, Inc.</u>	Course Number: <u>N162</u>	Reading Level: <u>8</u>

Reasons for selection of this material for adoption in the Orange Unified School District:

A selection of Mathematics teachers from our Middle Schools reviewed the newly State adopted Grade 8 programs that meet the Common Core Standards & were able to see vendor presentations. After reviewing the available materials the teachers chose the MathLinks program from the Center For Mathematics and Teaching, inc. as the best fit to meet the new Common Core Standards in our Grade 8 Mathematics classrooms.

List all items that are to be approved. (They must be listed here for approval in order to be purchased - attach a price list for large adoptions)

Recommended/Reviewed by: (Type Name & Site / Department - Administrator Approval should be included)

Description	ISBN/Item #	Price	Recommended/Reviewed by
See attached list			Cathleen Corella, Administrative Director of Curriculum & Instruction
			See attached list from review committee (4/16/14)

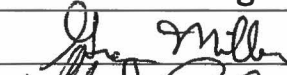

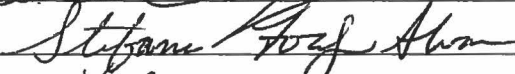

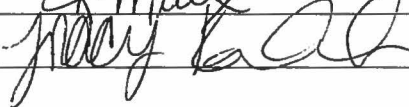
Compliance Evaluation (required for approval)

adapted from School Education Code Sections 60040-60200

- | | | | |
|---|-------------------------------------|--------------------------|-------------------------------------|
| 1. Male and Female Roles (60040) | Yes | No | n/a |
| Contains no adverse reflections on any person due to gender and depicts contributions of both men and women | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Materials may not demean, stereotype, or be patronizing toward gender. References and illustrations must portray male and females approximately evenly in terms of number and importance, except as limited by accuracy or special purpose.</i> | | | |
| 2. Cultural and Racial Diversity (60040) | Yes | No | n/a |
| Contains no adverse reflections on any person due to race, ethnicity, disability, nationality, sexual orientation or occupation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Depicts contributions of other nationalities; ethnicities; lesbian, gay, bisexual, and transgender Americans; persons with disabilities, and members of other ethnic and cultural groups | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Materials may not demean, stereotype, or be patronizing toward any groups listed above. Differences in customs or lifestyles must not be depicted as undesirable. References and illustrations must show a fair proportion of diverse ethnic groups, except as limited by accuracy or a special purpose.</i> | | | |
| 3. Religion (60044) | Yes | No | n/a |
| Contains no adverse reflection on any person because of their religion | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contains no sectarian or denominational doctrine or propaganda contrary to the law | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Entrepreneur and Labor (60040) | Yes | No | n/a |
| Contains no adverse reflections on any person due to occupation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Depicts contributions of the entrepreneur and labor to the development of the U.S. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>References or labels must not demean, stereotype, or be patronizing toward an occupation, vocation or livelihood.</i> | | | |
| 5. Ecology and Environment (60041) | Yes | No | n/a |
| Accurately portrays man's place in ecological systems and necessity for protection of our environment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Dangerous Substances (60041) | Yes | No | n/a |
| Accurately portrays effects of tobacco, alcohol, narcotics, restricted dangerous drugs and other dangerous substances | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Thrift, Fire Prevention and Humane Treatment (60042) | Yes | No | n/a |
| Encourages thrift, fire prevention, and the humane treatment of animals and people | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Declaration of Independence and Constitution of the United States (60043) | Yes | No | n/a |
| If appropriate to comprehension of pupils, textbooks for social science, history or civics classes contain the Declaration of Independence and the Constitution of the United States | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. Grammar and Spelling (60045) | Yes | No | n/a |
| With the exception of literature and trade books, proper grammar and spelling is used | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Brand Names, Products and Logos (60048 & 60200) | Yes | No | n/a |
| Contains no brand names, products or corporate/company logos unless used for educational purposes or where the appearance of the brand name, product or logo in an illustration is incidental to the general nature of the illustration | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Math 8 Professional Learning Community

Wednesday, April 16, 2014

Print	Signature
Greg Miller	
Stephen Churney	
Stefanie Fordyce Alvaros	
Katie Marx	
Tracy Knibb	

Order Form (MathLinks Programs)

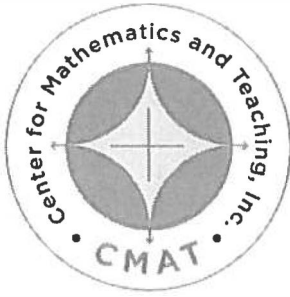
MATHLINKS GRADE 6 COMMON CORE SUPPLEMENT PROGRAM				
ISBN	ITEM	QTY	PRICE	TOTAL
978-1-61445-183-9	Grade 6 Complete Student Set (1 student) 6 consumable packets, student resource booklet, manipulatives		\$20.00	
978-1-61445-114-3	Grade 6 Teacher Pack (Teacher Guide, CD)		\$50.00	
978-1-61445-114-3	Grade 6 Teacher Pack (Teacher Guide, CD) 1 FREE with each purchase of 40 Student Sets		\$ 0.00	

MATHLINKS GRADE 7 COMMON CORE SUPPLEMENT PROGRAM				
ISBN	ITEM	QTY	PRICE	TOTAL
978-1-61445-184-6	Grade 7 Complete Student Set (1 student) 6 consumable packets, student resource booklet, manipulatives		\$20.00	
978-1-61445-116-7	Grade 7 Teacher Pack (Teacher Guide, CD)		\$50.00	
978-1-61445-116-7	Grade 7 Teacher Pack (Teacher Guide, CD) 1 FREE with each purchase of 40 Student Sets		\$ 0.00	

MATHLINKS GRADE 8 COMPREHENSIVE PROGRAM				
ISBN	ITEM	QTY	PRICE	TOTAL
978-1-61445-187-7	Grade 8 Student Set (1 student) 16 consumable packets, 2 student resource guides, manipulatives	500	\$ 40.00	\$20,000.00
978-1-61445-188-4	Grade 8 Teacher Pack (Teacher Guide, CD)		\$100.00	
978-1-61445-188-4	Grade 8 Teacher Pack (Teacher Guide, CD) 1 FREE with each purchase of 40 Student Sets	12	\$ 0.00	\$0.00
978-1-61445-225-6	Grade 8 Resource Guides (Part 1 and Part 2)		\$10.00	
978-1-61445-244-7	Grade 8 Answer Key		\$ 40.00	

MATHLINKS ALGEBRA 1 COMPREHENSIVE PROGRAM				
ISBN	ITEM	QTY	PRICE	TOTAL
978-1-61445-012-2	Algebra 1 Complete Student Set (1 student) 24 consumable packets, 2 resource booklets, manipulatives		\$60.00	
978-1-61445-013-9	Algebra 1 Teacher Pack (Two-part Teacher Guide, CD)		\$160.00	
978-1-61445-013-9	Algebra 1 Teacher Pack (Two-part Teacher Guide, CD) 1 FREE with each purchase of 40 Student Sets		\$ 0.00	
978-1-61445-189-1	Algebra 1 Resource Booklets (Part 1 and Part 2)		\$10.00	
978-1-61445-245-4	Algebra 1 (Sem 1) Answer Key		\$60.00	

SUBTOTAL (A) FOR PROGRAMS	
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MathLinks Order Form – Totals

SUBTOTAL A (Programs on "Order Form Page 2")	\$20,000.00
SUBTOTAL B (Modules on "Order Form Page 3")	
SUBTOTAL C (Modules on "Order Form Page 4")	
SUBTOTAL D (Professional Development on "Order Form Page 4")	
SUBTOTAL E (Introduction to Algebra on "Order Form Page 5")	

Purchase order #
Authorization:

TOTAL (A + B + C + D + E)	\$20,000.00
Sales Tax (CA Residents)	\$1,600.00
Shipping (10% of order)	\$2,000.00
TOTAL	\$23,600.00

All prices subject to change without notice. Please send the order form with the purchase order to one of the following.

Fax to: 310.733.1866

E-mail to cary@mathandteaching.org

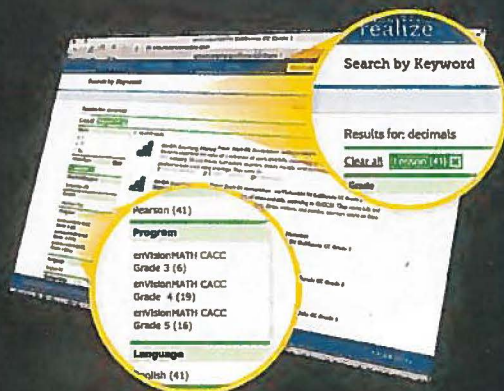
Mail to:
 Center for Mathematics and Teaching, Inc.
 11301 W. Olympic Blvd #585
 Los Angeles, CA 90064

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or standard
across all grades.





Complete content for the Common Core State Standards with California Additions

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Conceptual understanding every day

Daily opportunities to engage
in Mathematical Practices and
demonstrate understanding!

You might say:
I can use subtraction to check my addition.

The total, 62¢, minus the cost of the  should equal the cost of the . 28¢.

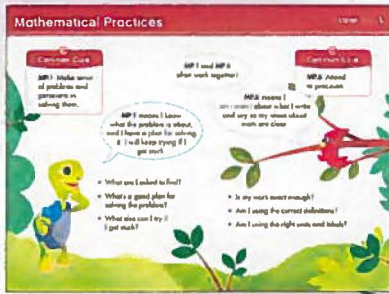
62¢ - 34¢ = 28¢

So, your addition was correct.

Mark starts to ride his bike to Juan's house. After $\frac{3}{10}$ mile, he gets a flat tire and must walk $\frac{5}{10}$ mile. What is the distance from Mark's house to Juan's house?

Online Resources

- Online Teacher's Edition
- Online Student Edition
- Realize Calendar
- Topic Opener Animations
- Topic Opener Videos
- Visual Learning Animations
- Listen and Look For Videos
- Animated Glossary
- Math Tools



Mathematical Practices Posters

Set of four posters for quick reference when guiding student development and awareness of the mathematical practices.

Use this Quick Visual Reference Guide to review all program resources within this sample kit



Teacher's Resource Masters

Organized by Common Core Domain and contains the most frequently used teacher resource masters: Daily Common Core Review, Reteaching, Practice and Enrichment.

Topic Teacher's Editions

One per Topic, Color-coded by Common Core Domain, contains essential teacher facilitating notes and support.



Overview and Implementation Guide

Valuable teacher resource containing three guides in one.
 1) Common Core Content Guide,
 2) Program Guide,
 3) Implementation Guide.



Student Lesson Packets (K-2)

Available in packs of 20, 24, and 28 (actual size).

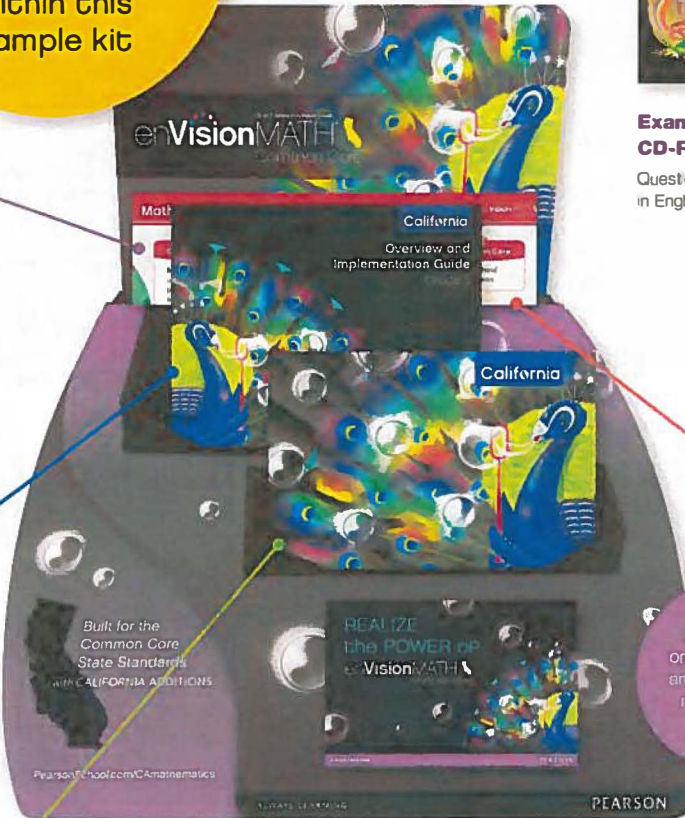
Student Edition Preview

All lessons in one resource for review purposes (reduced size).



Student Edition (3-6)

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ExamView CD-ROM

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Ready-Made Centers and Manipulatives.



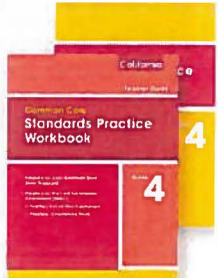
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