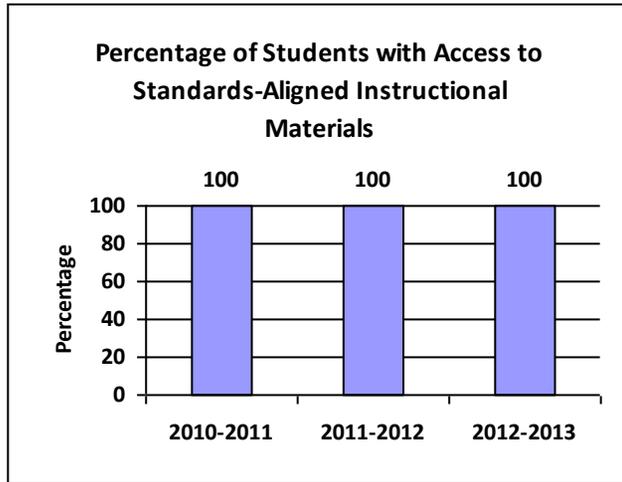


Appendix A. ORANGE UNIFIED SCHOOL DISTRICT DATA REPORT

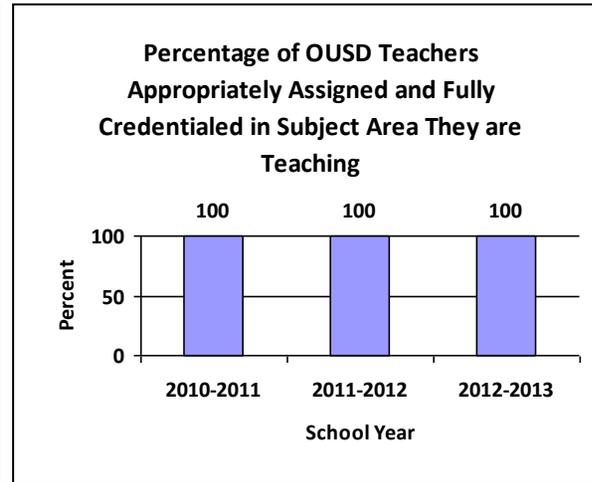
A. CONDITIONS OF LEARNING (STATE PRIORITIES 1, 2, 7)

*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.

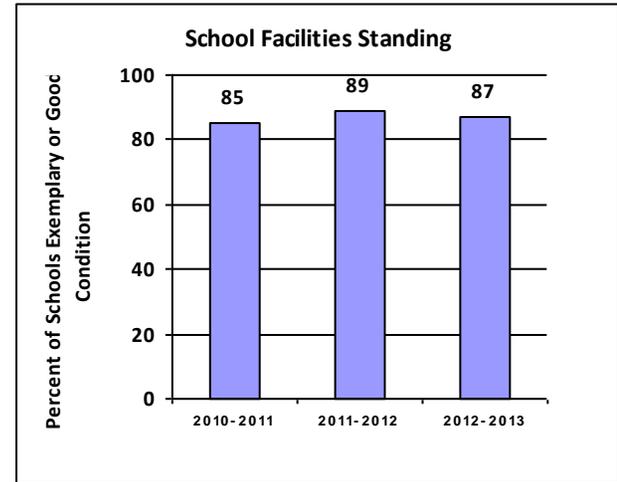


*Data pulled from Curriculum and Instructional Materials section of School Accountability Report Card

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:

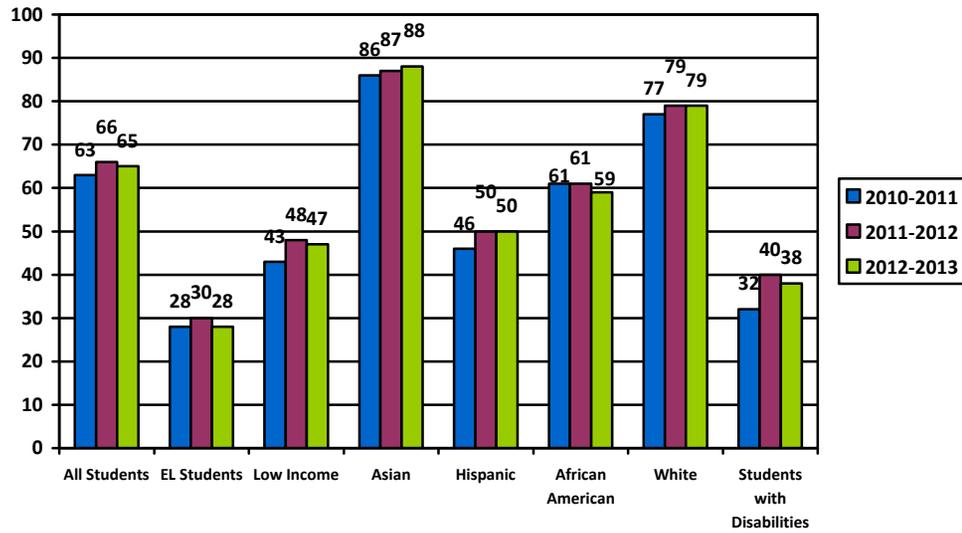
Orange Unified School District adopted and implements with all students statewide academic con Board of Education per Orange Unified Board Policy 6011. All students who are enrolled in Orange Unified School district have access to a broad course of study. For Grades 1-6 this includes, but is not limited 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

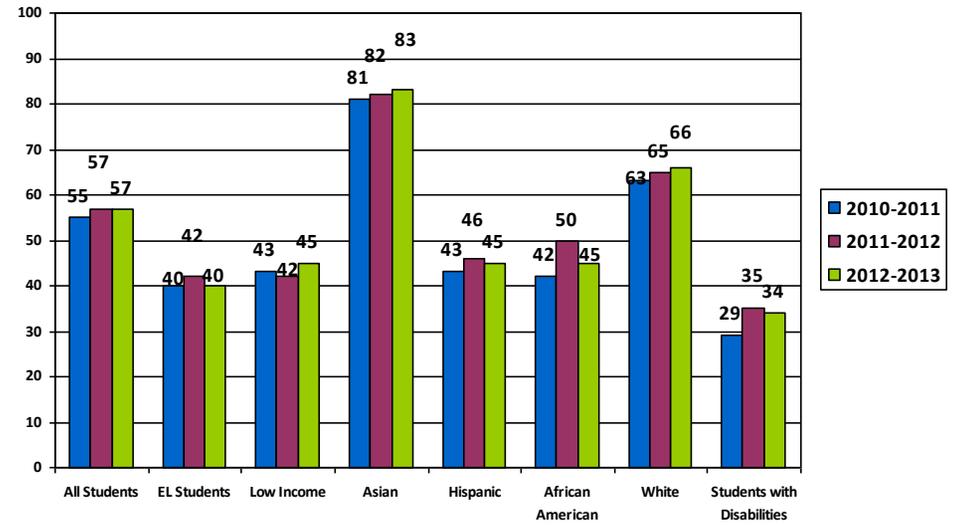
B. PUPIL OUTCOMES (STATE PRIORITIES 4, 8)

*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.

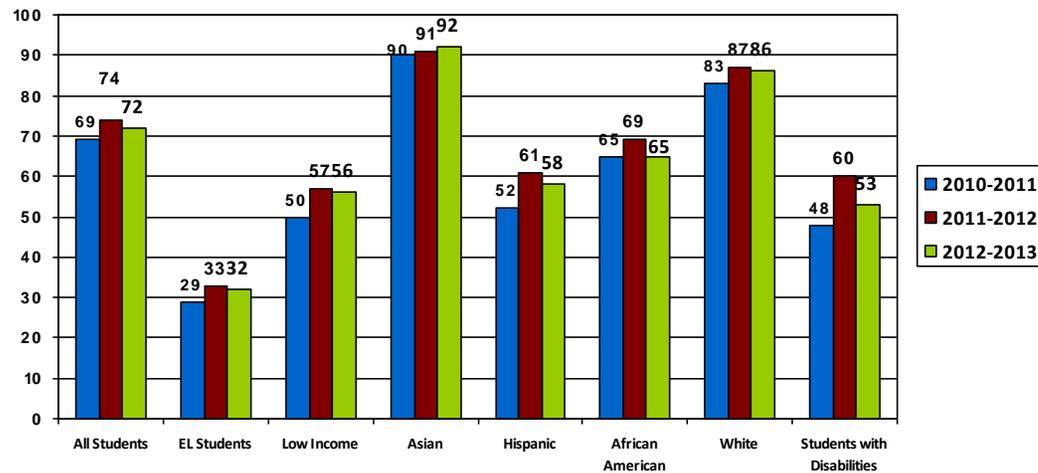
Percentage of Students Proficient or Advanced on ELA CST



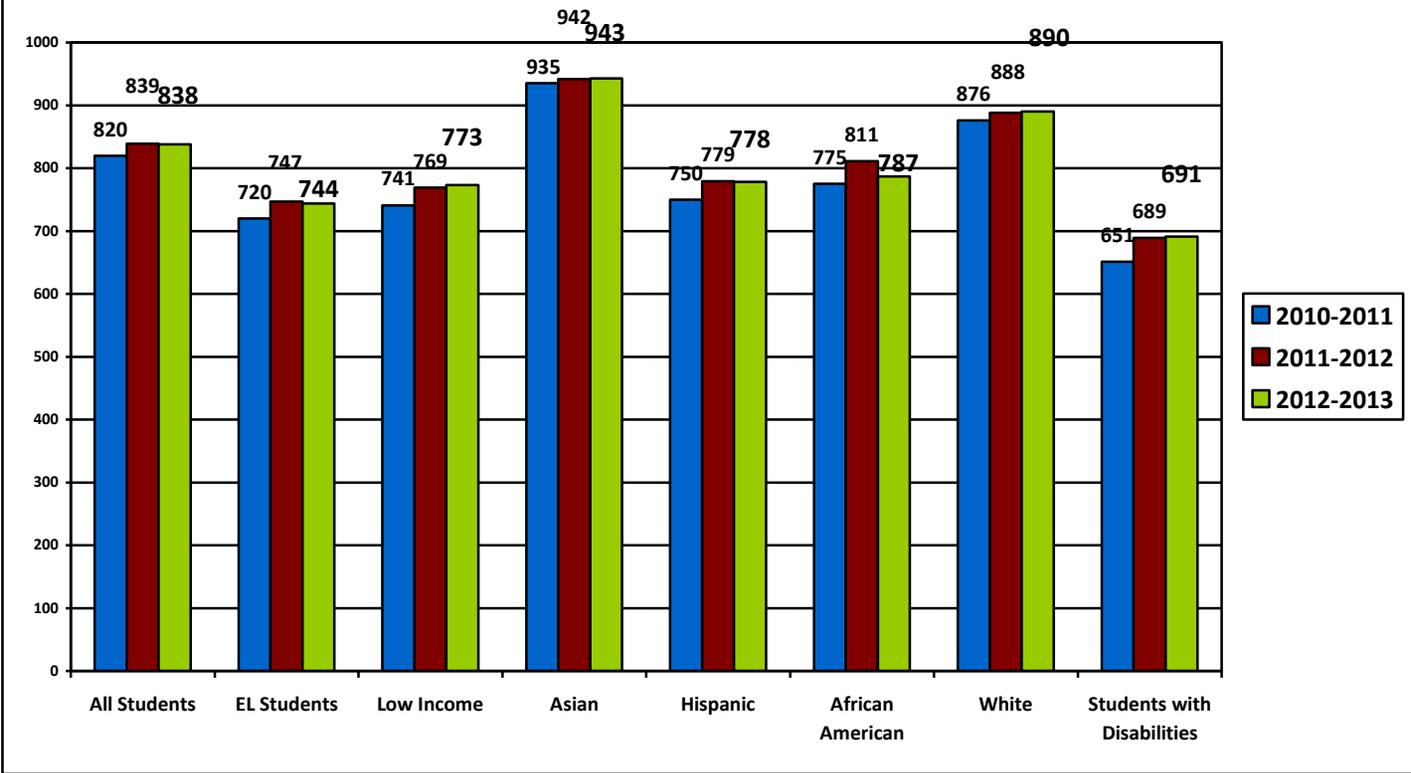
Percentage of Students Proficient or Advanced on Math CST



Percent of Students Proficient or Advanced on Science CST

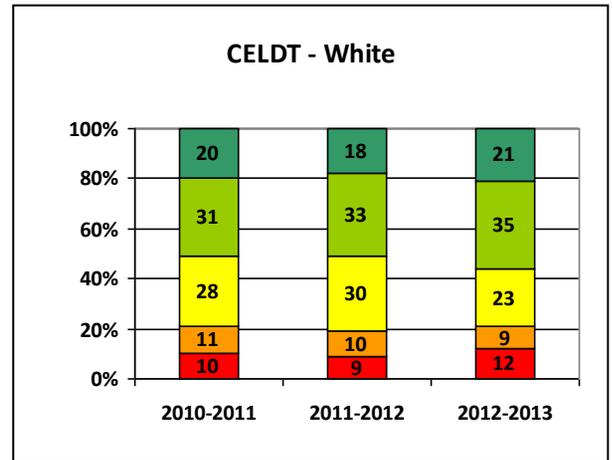
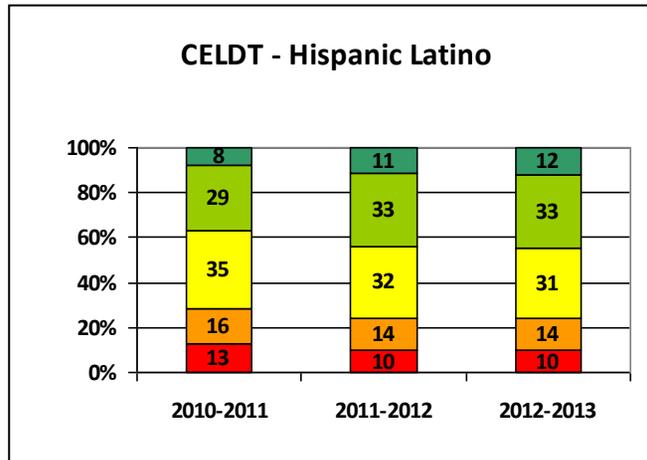
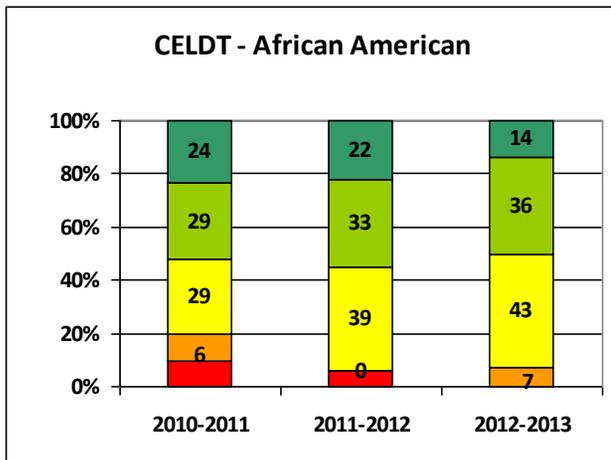
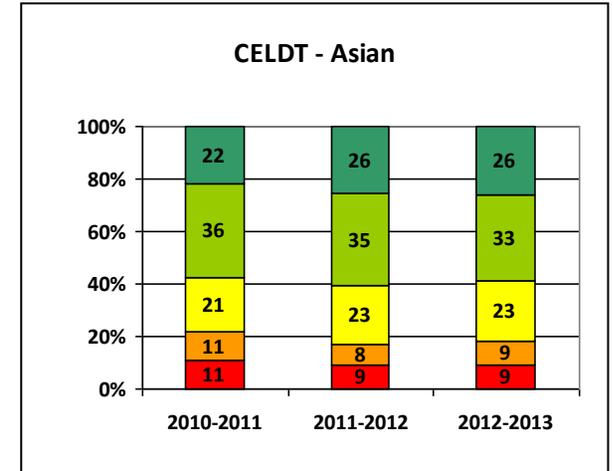
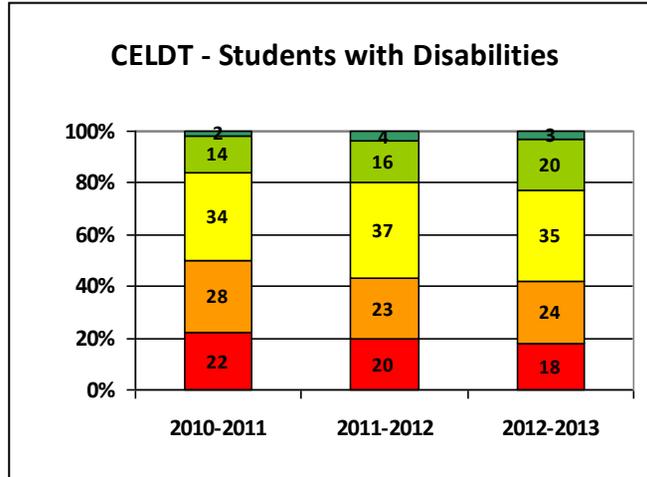
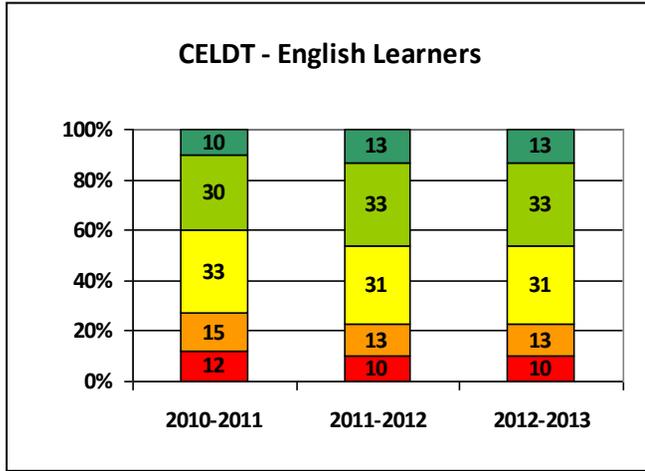


Academic Performance Index (API) per Subgroup



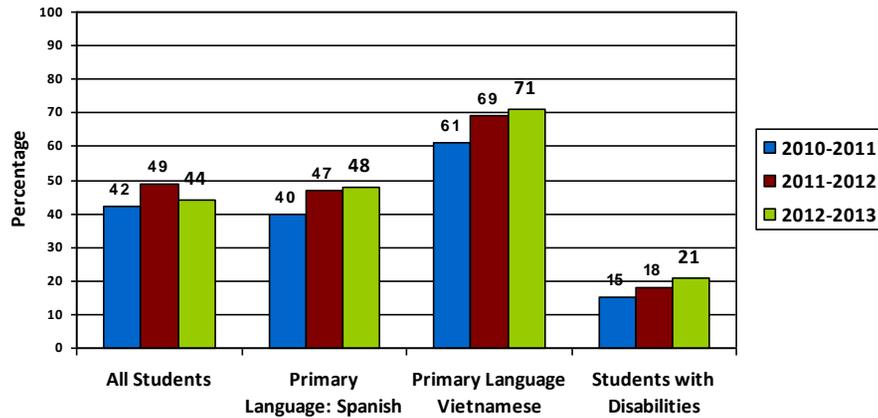
California English Language Development Test (CELDT) Results by Performance Level

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

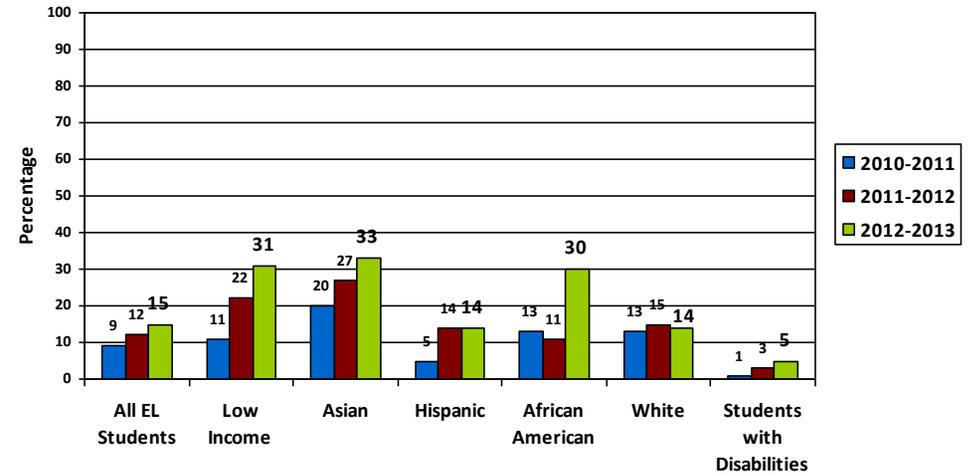


*Data is not available for Low Income or Foster Youth sub groups. Systems will be put in place, so that data for these subgroups is available in future years.

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

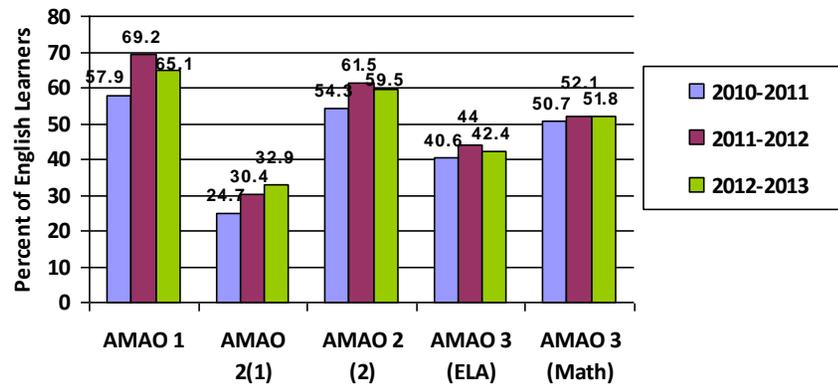


English Learner Reclassification to Fluent English Proficient Rate



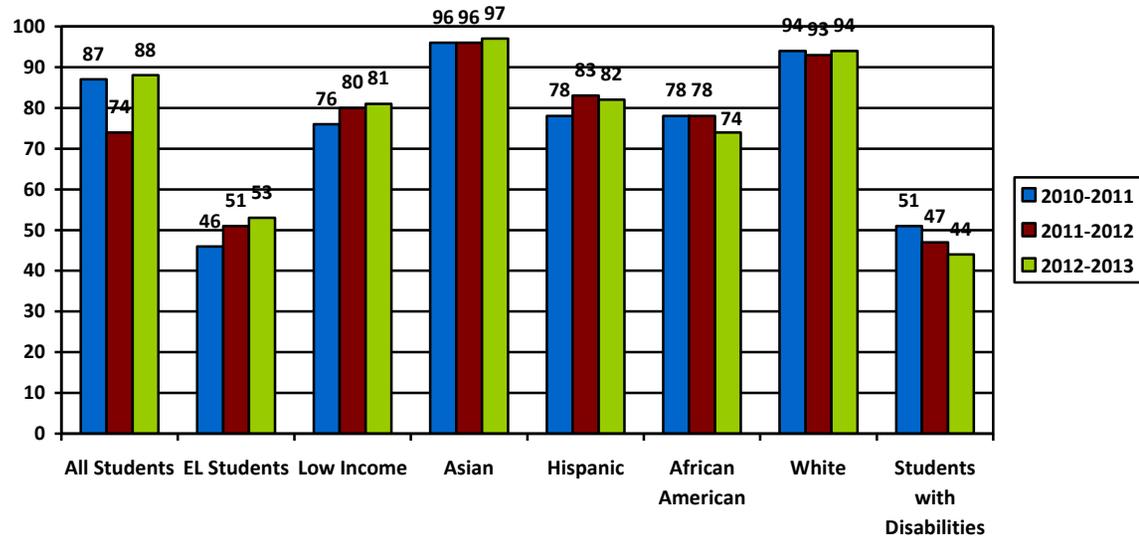
*During the years 2010-2013, data was reported by language not subgroup. Systems are being put in place so that in the future subgroup data will be available.

Percent of ELs Meeting Title III AMAO Targets

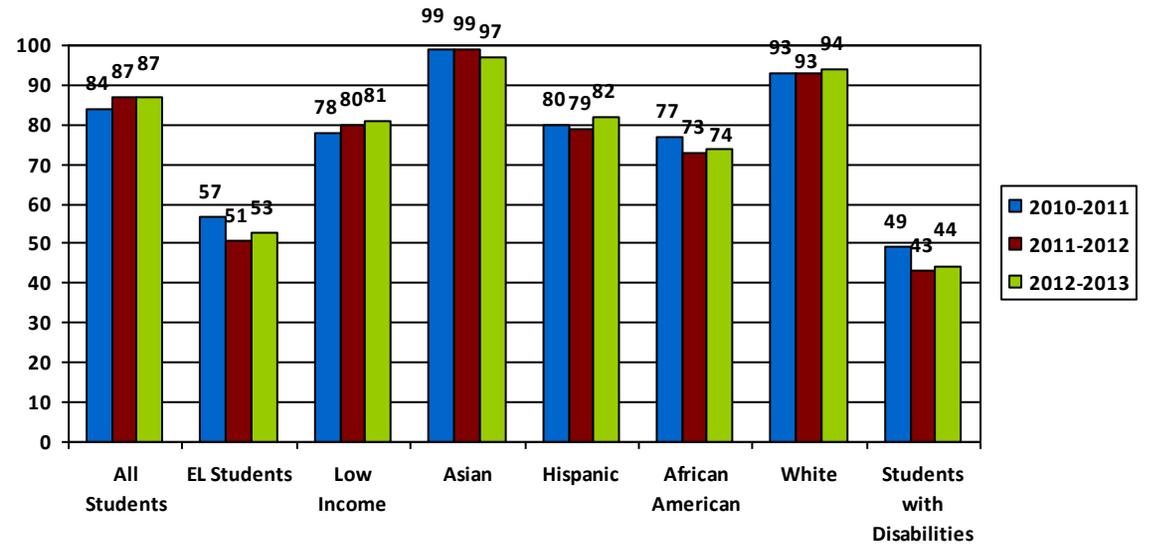


AMAO 1 reflects the percentage of ELs making annual progress on the CELDT. AMAO 2 measures the extent to which ELs are attaining the English proficient level on the CELDT at a given point in time. In California, two cohorts have been established for the AMAO 2: (1) ELs who have been in language instruction 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.

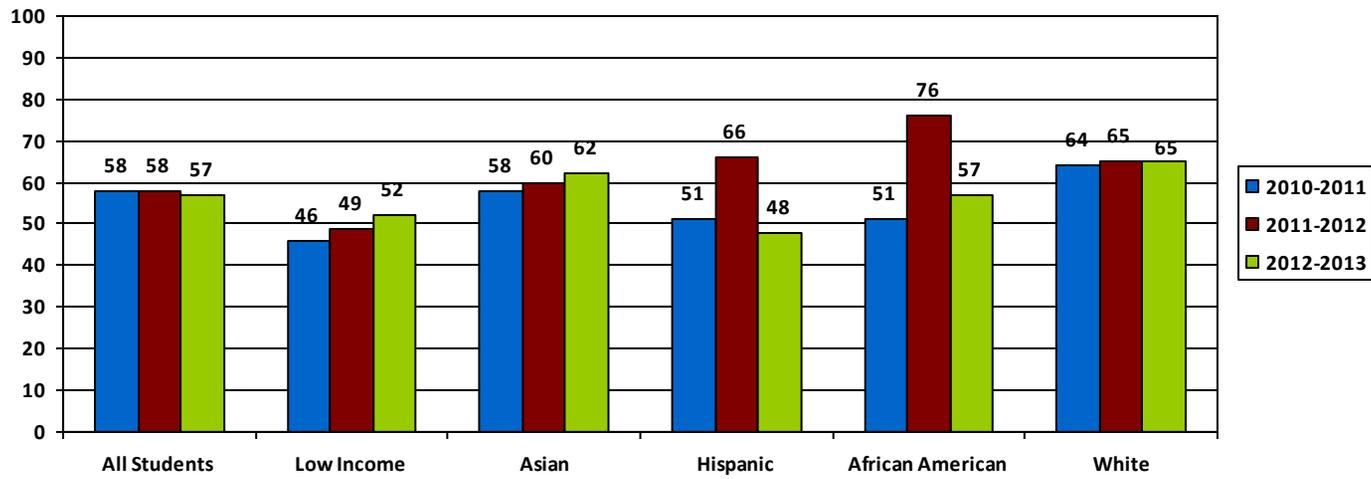
CAHSEE (ELA) Percentage Passing



CAHSEE (Math) Percentage Passing

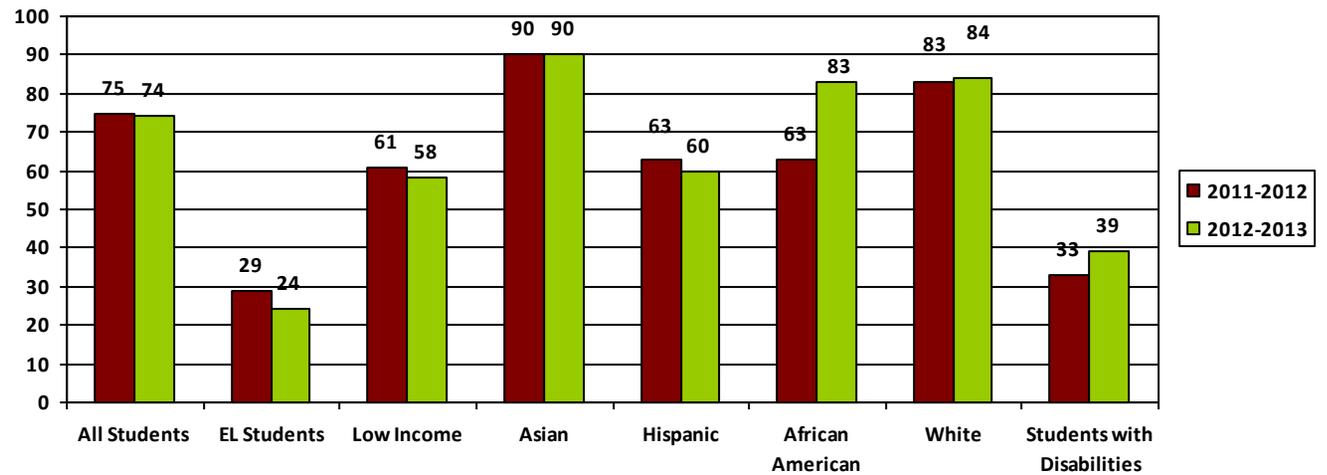


Percent of Students Who Passed AP Exam with a Score of 3 or Higher



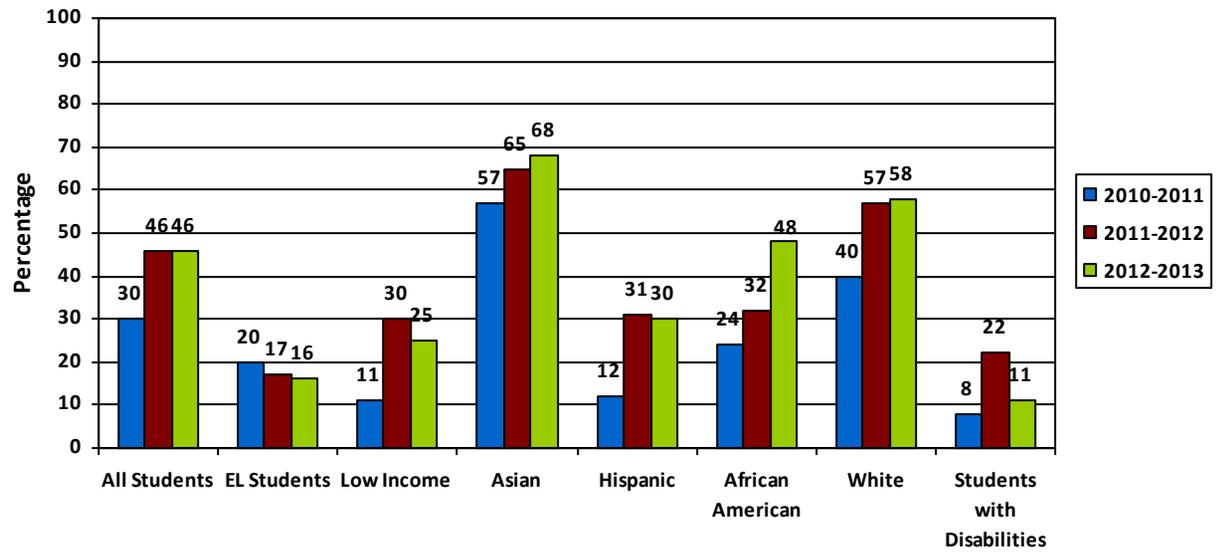
*Data was pulled from the College Board. Data was not available for the following subgroups: English Learners, Students with Disabilities, and Foster Youth. Systems are being put in place so that in the future this subgroup data will be available.

Percent of Students Completing A-G Requirements

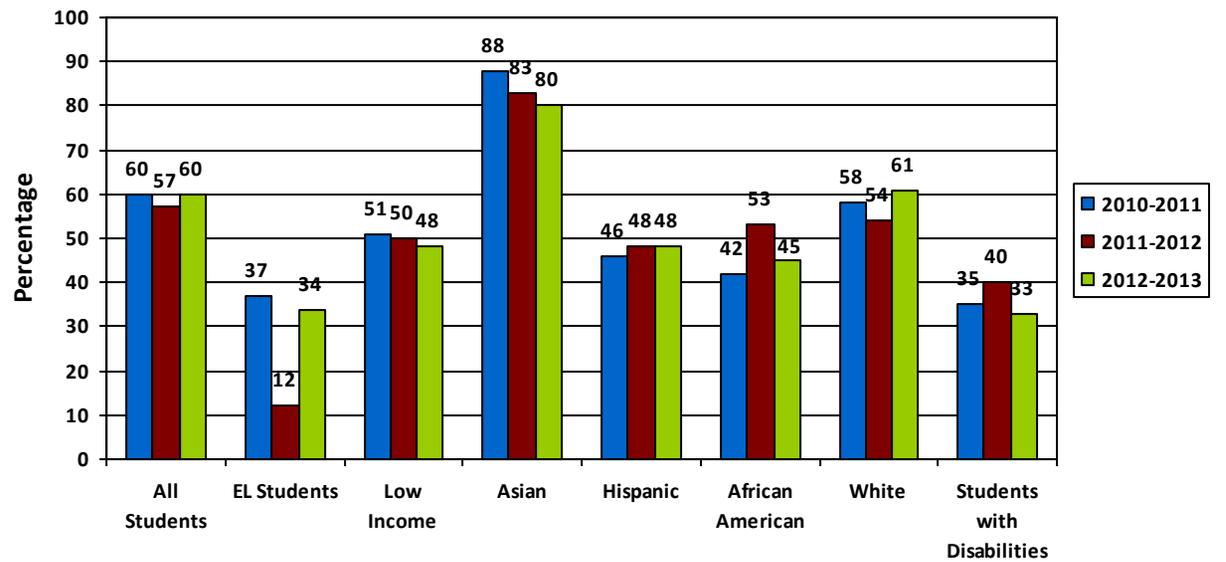


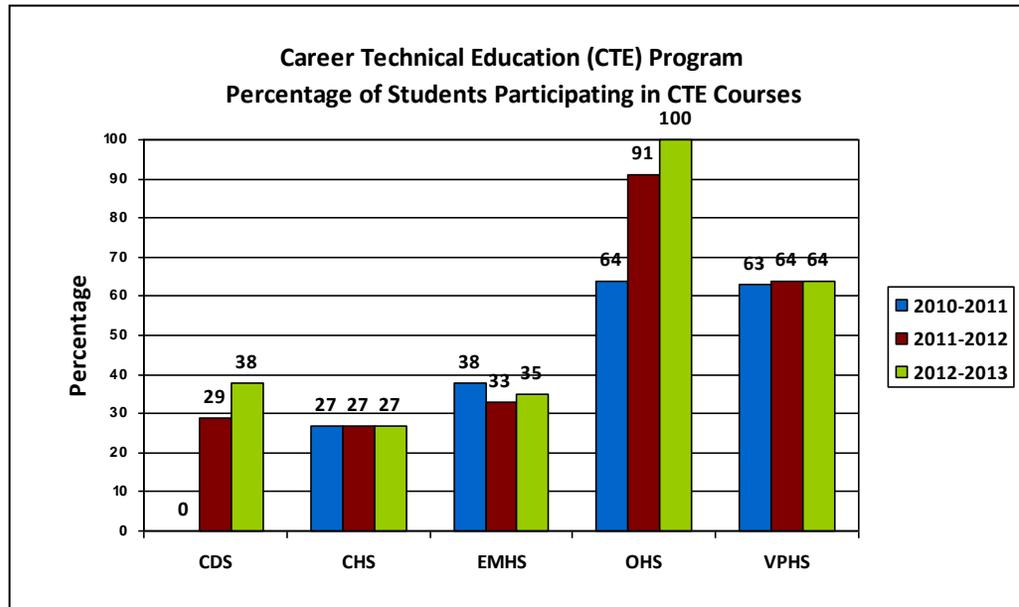
*Data for 2010-2011 is not available due to a tagging issue in student information system. This issue has been resolved for subsequent years.

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)

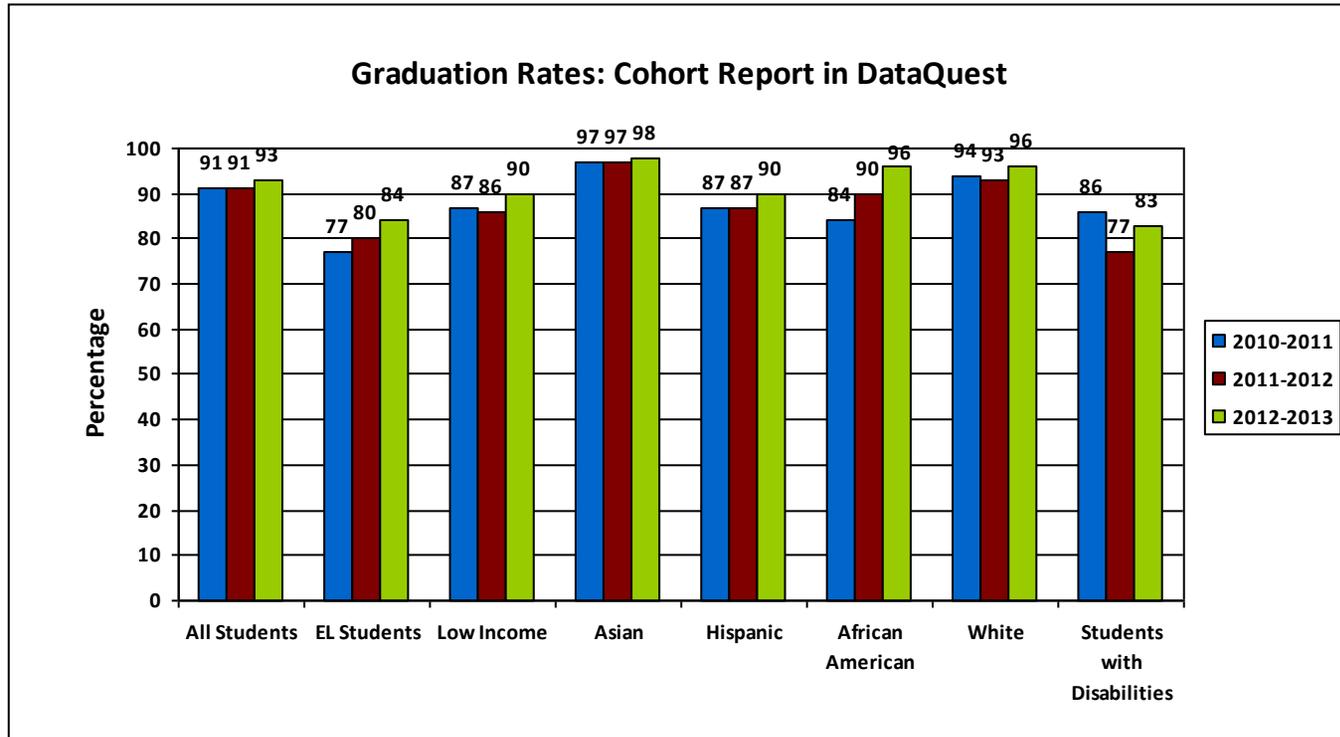
*Please note that due to tagging issues in our student information system, data is not available for our foster youth subgroup. Systems are being put in place so that this data will be available for future years.

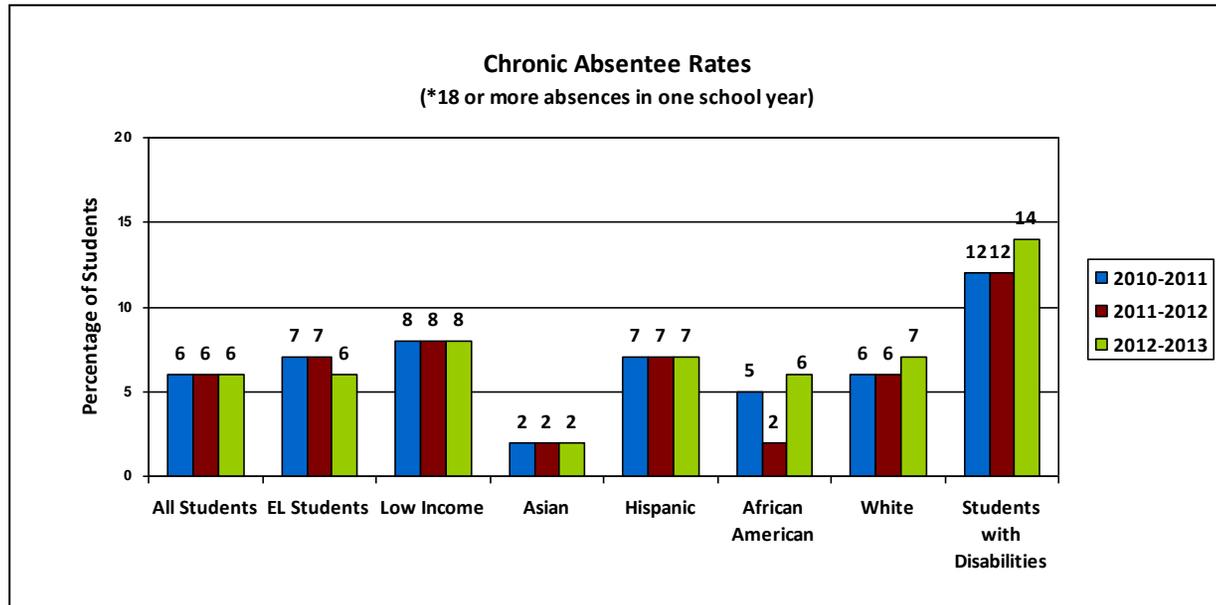
Grade 9-12 Dropout Rate (Percentage of Students)

	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>												
	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	32	53	14			

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

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

Table A3.2

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 A3.7

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			