Local Control & Accountability Plan 2016-2019

ORANGE UNIFIED SCHOOL DISTRICT
★ ORANGE, CALIFORNIA ★
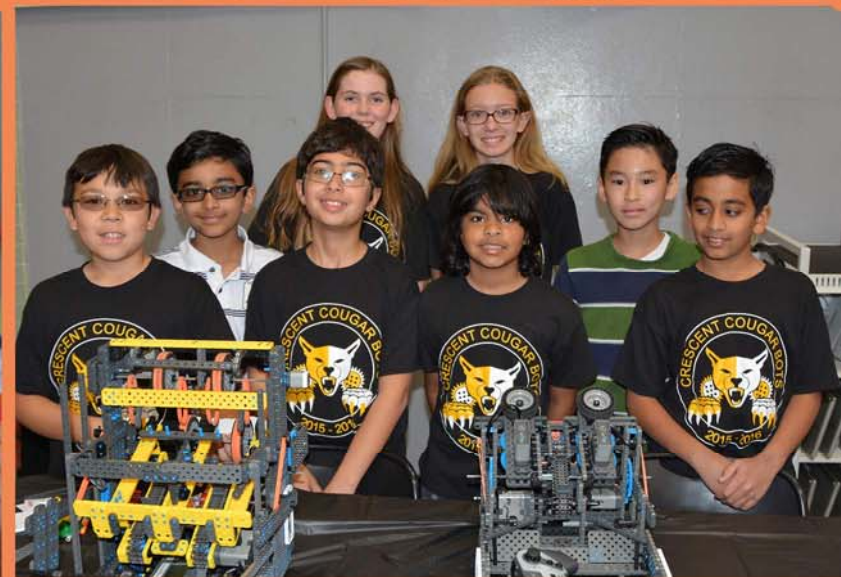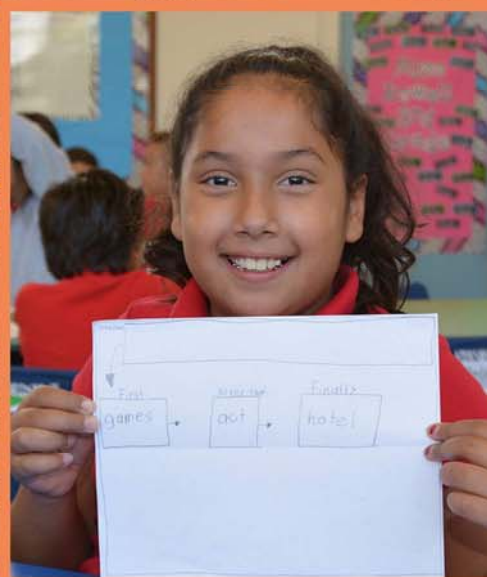
Board Approval and Adoption: June 9, 2016

Contents

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Phone: (714) 628-4487, superintendent@orangeusd.org

Gunn Marie Hansen, Ph.D., Deputy Superintendent

LCAP Year: 2016-2017

Orange Unified School District Mission Statement

"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."
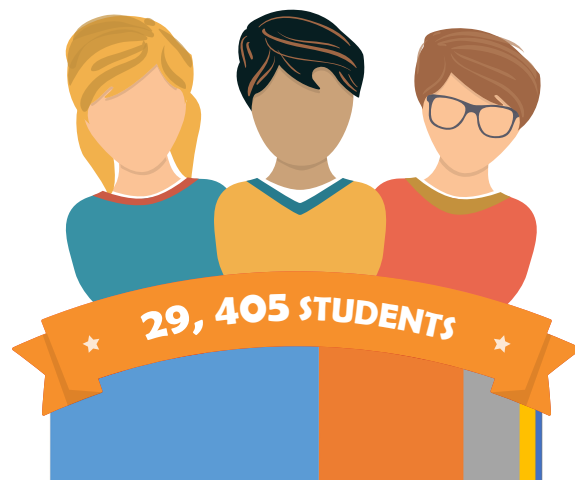
Top Ten Core Values

THIS WE BELIEVE ABOVE ALL ELSE …

1. That all students will learn.

2. That all available resources will be utilized to ensure student success.

3. That everyone needs to model servant leadership.

4. That creating a shared vision will empower others.

5. That communicating our shared vision requires honesty and consistency.

6. That all people should be treated with respect and dignity.

7. That we demonstrate trustworthiness by all we say and do.

8. That we need to listen empathically and respectfully to understand the message beyond the words.

9. That everyone is our customer and, therefore, we will always follow-up and follow-through.

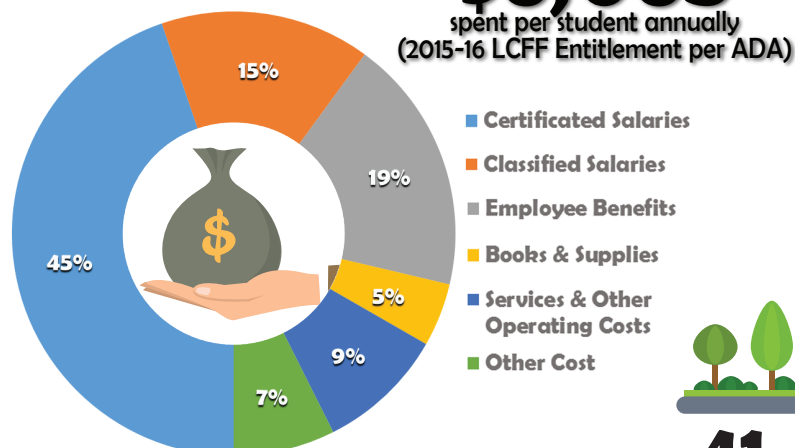10. That what's best for our students comes first and foremost.

Orange Unified School District
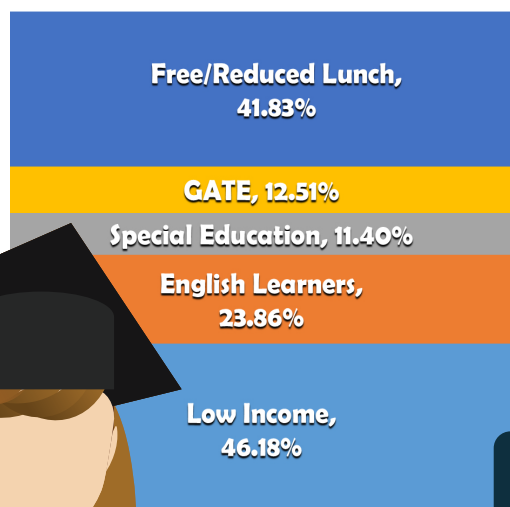## A District of Excellence

ORANGE UNIFIED SCHOOL DISTRICT ★ ORANGE, CALIFORNIA

$8,083
spent per student annually
(2015-16 LCFF Entitlement per ADA)

Expenditure breakdown:
- 45%
- 15%
- 19%
- 5%
- 9%
- 7%

- Certificated Salaries
- Classified Salaries
- Employee Benefits
- Books & Supplies
- Services & Other Operating Costs
- Other Cost

29, 405 STUDENTS

- Hispanic 54.62%
- White 29.37%
- Asian 11.43%
- Other 3.29%
- Black/African American 1.29%

2015-16 Estimated Expenditures
$285,674,747

Free/Reduced Lunch, 41.83%

GATE, 12.51%

Special Education, 11.40%

English Learners, 23.86%

Low Income, 46.18%

Graduation Rate: 96.27%

15,534 mobile devices for **STUDENTS**

3,040
Active Staff Members

- 47.6% Teachers
- 47.3% Classified
- 5.1% Leadership

Chromebooks
Laptops
iPads
Streaming Devices

41 Educational Sites

- 1 K-8 magnet school
- 26 elementary schools
- 4 high schools
- 3 middle schools
- 2 charter middle schools
- 5 specialized programs

GOLD RIBBON SCHOOLS — CALIFORNIA DEPARTMENT OF EDUCATION
23

U.S. Department of Education — National Blue Ribbon Schools
1

CONFUCIUS INSTITUTE
1

California Distinguished Schools
23

TITLE I ACADEMIC ACHIEVEMENT AWARD SCHOOL — CALIFORNIA DEPARTMENT OF EDUCATION
9

31 K-8 students per teacher (average)
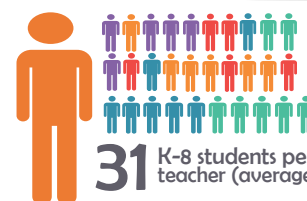
Home Languages Spoken: 107
Dual Language Immersion Schools: 2
Attendance Rate: 96.3%
California Teachers of the Year: 2
Orange County Teachers of the Year: 3

Local Control and Accountability Plan
Orange Unified School District Overview

ORANGE UNIFIED SCHOOL DISTRICT · ORANGE, CALIFORNIA

orangeusd.org

OUSD TV

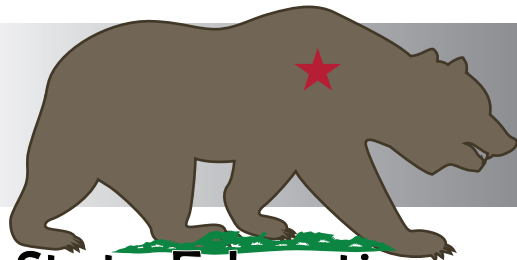**3,718** comments received

7,496 stakeholders engaged

3 surveys conducted

89 committees* involved

*Committees Include: Parents, Students, Community, Staff, Orange Unified Education Association, California School Employees Association, Trustees & Advisory Councils

Top District Priorities

State Education Priorities

A
Conditions of Learning
Basic Services
Academic Standards
Course Access

C
Engagement
Parent Involvement
Student Engagement
School Climate

B
Pupil Outcomes
Student Achievement
Other Outcomes

Provide:
21st century education
learner-centered teaching
parent workshops
pathway programs

Support:
home/school connection
parent involvement
student achievement
community involvement

Produce:
college and career ready students
lifelong learners
global citizens

Local Control & Accountability Plan (LCAP) Executive Summary

Responses: Engagement in LCAP Survey

Overall

	English responses	Spanish responses	Total responses
2013-2014	1096	298	1394
2014-2015	6025	498	6523
2015-2016	6528	975	7503

Parents

	Total responses	% participation
2014-2015	1853	29
2015-2016	3195	43

Students

	Total responses	% participation
2014-2015	3681	56
2015-2016	3247	43

Other: Community, Classified, Certificated and Leadership

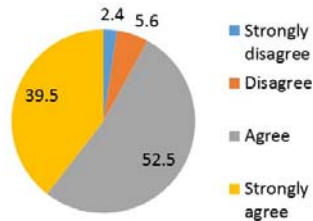|	Total responses	% participation
2014-2015	885	15
2015-2016	1061	14

Analysis of Community/Stakeholder Engagement Survey

1. OUSD helps students stay engaged and motivated to attend school regularly by providing counseling, social, emotional and behavior support.
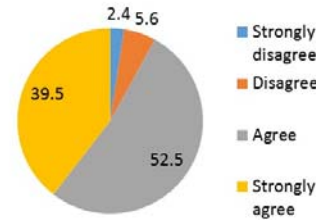
English Responses= 5,444*

- 3.7
- 7.8
- 33.3
- 55.3

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Spanish Responses=876*

- 2.4
- 5.6
- 39.5
- 52.5

Legend:
- Strongly disagree
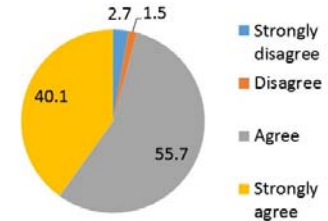- Disagree
- Agree
- Strongly agree
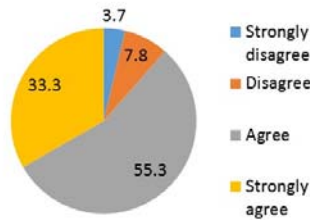
*These graphs do **not** reflect the "no opinion" responses.

2. OUSD helps students do well in class by providing opportunities to demonstrate knowledge via technology, oral presentations or collaborative projects.
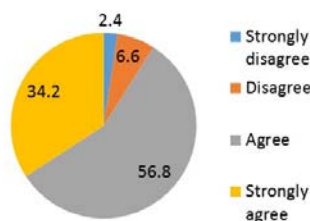
English Responses= 5,710*

- 2.4
- 5.6
- 39.5
- 52.5

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Spanish Responses=856*

- 2.7
- 1.5
- 40.1
- 55.7

Legend:
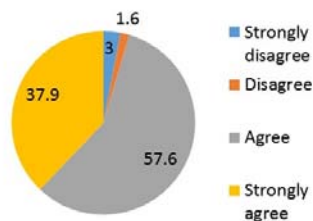- Strongly disagree
- Disagree
- Agree
- Strongly agree

*These graphs do **not** reflect the "no opinion" responses.

3. OUSD helps students do well in class by providing strategies to develop critical thinking skills and creativity.
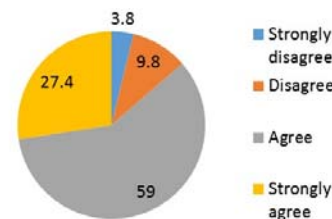
English Responses= 5,653*

- 2.4
- 6.6
- 34.2
- 56.8

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Spanish Responses=837*

- 1.6
- 3
- 37.9
- 57.6

Legend:
- Strongly disagree
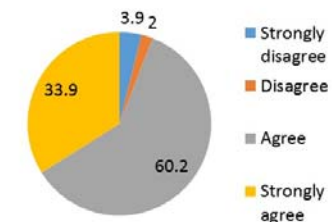- Disagree
- Agree
- Strongly agree

*These graphs do **not** reflect the "no opinion" responses.

4. OUSD helps more students prepare for academic success including college and career readiness by offering interesting and engaging school curriculum with real world application.

English Responses= 4,599*

- 3.8
- 9.8
- 27.4
- 59

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Spanish Responses= 741*

- 3.9
- 2
- 33.9
- 60.2

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly agree

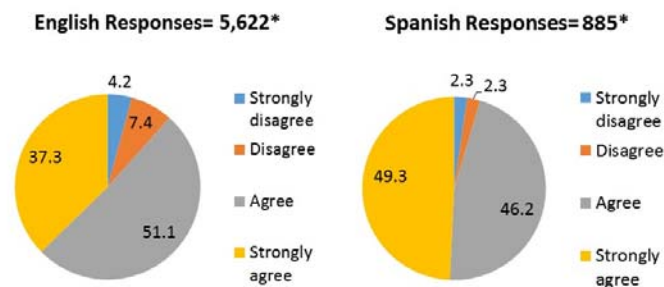*These graphs do **not** reflect the "no opinion" responses.

Analysis of Community/Stakeholder Engagement Survey

5. OUSD helps more students prepare for academic success including college and career readiness by offering college workshops and career fairs.

English Responses= 3,981*

Spanish Responses= 772*

- Strongly disagree
- Disagree
- Agree
- Strongly agree
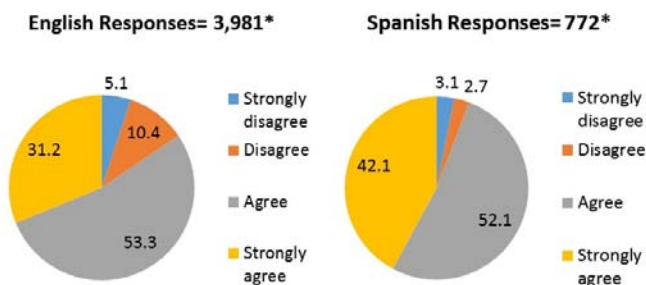
*These graphs do **not** reflect the "no opinion" responses.

6. OUSD helps more parents become involved by increasing parent communication between parents, teachers and administrator.
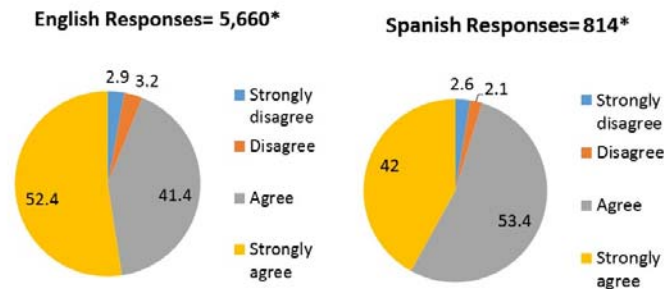
English Responses= 5,622*

Spanish Responses=885*

- Strongly disagree
- Disagree
- Agree
- Strongly agree

*These graphs do **not** reflect the "no opinion" responses.

7. At my school, there is a teacher or other staff member that really cares about me/my child.

English Responses= 5,627*

Spanish Responses=780*

- Strongly disagree
- Disagree
- Agree
- Strongly agree
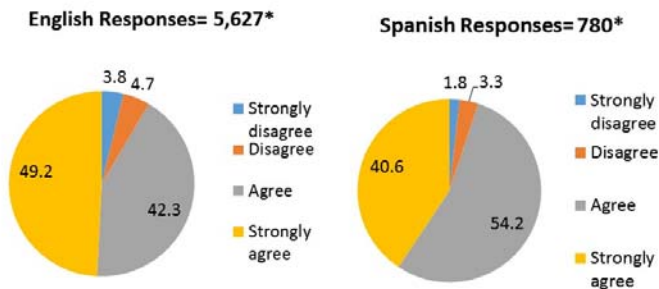
*These graphs do **not** reflect the "no opinion" responses.

8. At my school, there is a teacher or other staff member who believes that I/my child will be a success.

English Responses= 5,660*

Spanish Responses=814*

- Strongly disagree
- Disagree
- Agree
- Strongly agree

*These graphs do **not** reflect the "no opinion" responses.

Local Control and Accountability Plan (LCAP) Survey Themes

OUSD received over 3,700 handwritten comments, in English and Spanish, for the LCAP survey which reflect the input of the community. The areas of need that have been identified are similar to the goals previously identified as the actions and services in the LCAP. Below are the top priorities that are also in the current LCAP:

What other ways can OUSD improve your child's educational experience that will help him/her be college and career ready?

- Communication/ Interaction/ Support for parents and students by a counselor, psychologist and teacher- More counselors- more mental health support (546)
- More Technology- iPads, Apps, Computer Labs and Tech classes w/ Tech teacher (388)
- After school Programs- Academic Labs/ Tutoring/ Homework Help or Club (388)
- Better Curriculum/ More Electives / College Level or college-style classes (335)
- PE Teacher / More Recess / More Sports (261)
- Career Education- Professionals from the community coming to schools/ CTE/ ROP (246)
- Improve Facilities (243)
- More College Info/ Reference Material Distributed at all Levels K-12 (211)
- Teachers & Principals More Knowledgeable / Help / Be More Supportive (196)
- Smaller Class Sizes (157)
- More Project Based Learning/ Clubs- Engineering, Debate, STEM (157)
- Field trips/ More Campus Activities (152)
- "Real World" Problem Solving (123)
- Engaging Lessons- Students need to relate to lessons (120)
- Avid Program (109)
- Better Food on Campus (104)
- Safer Schools (92)
- College Scholarships & Campus Visits (86)
- Pre-school Funding/ Early Education (82)
- Art & Music- (75)
- More Access to Supplies & Books for Students (73)
- Parent Participation Workshops (67)

Introduction to the Local Control and Accountability Plan

After more than 40 years of funding schools according to a calculation known as the "Revenue Limit," the California State Legislature in 2013 approved Governor Jerry Brown's plan for the Local Control Funding Formula (LCFF). The LCFF has brought an increase in funding to the Orange Unified School District. The LCFF eliminated most "categorical" programs—restricted funds that could be used only for specific purposes. State funding now comes with a "base grant" that is the same for all school districts as well as supplemental and concentration funding based on the number of students who are English language learners, low-income or foster youth. The new funding that is generated through the LCFF is dedicated to improving the learning outcomes for three groups of students: English language learners (ELL), low-income (LI) students and foster youth (FY). In addition to a "base grant", that is the same for all districts in the state; Districts receive additional funding based on the unduplicated count of students who qualify in one of those three groups. For each student in one of those three categories, districts receive what is known in the LCFF as a "supplemental grant." Districts that have more than 55% of their students in one of those three categories also receive a "concentration grant." The Orange USD only receives Supplemental Funding due to the 50% unduplicated count of students.

In enacting the LCFF, the Legislature also approved the Local Control and Accountability Plan (LCAP), which mandates that districts describe how they intend to meet annual goals for all students and address state and local priorities. The accountability plan must align goals to the defined priorities, set targets for improvement based on data and link expenditures to the District's goals. In creating the LCAP requirement, the California legislature established priorities that must be included in the plan. These include:

- *Conditions of Learning*
    - –Basic: Williams Settlement Criteria
    - – Implementation of Common Core State Standards
    - – Course Access

- *Pupil Outcomes*
    - – Pupil Achievement
    - – Other Student Outcomes

- *Engagement*
    - – Parent Involvement
    - – Pupil Engagement
    - – School Climate

Section 1: Stakeholder Engagement Process

In enacting the LCFF, the Legislature also established requirements for stakeholder engagement in the process, including specific review by parents. The district's stakeholder engagement is detailed in Section I of the LCAP.

Section 2: Goals, Action, Expenditures and Progress Indicators, Annual Update (2015-16)

It is also expected that Districts align goals and progress indicators to the appropriate actions, services and expenditures to meet the needs of students to improve student outcomes. The overwhelming response from the community was to continue to focus on student engagement including technology aspects of student learning and improve school connectedness. Section 2 of the LCAP provides detailed descriptors of the actions and services proposed to meet these needs. In addition, an annual update has been added to this section to reflect on actions in 2015-16 and refine student achievement goals.

Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality

Districts are expected to identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low-income, foster youth and English Learners.

Annual Update on 2015-2016 LCAP Goals

Conditions of Learning (2015-16)

<u>OUSD Main Goal:</u> *All Students will receive a high-quality education in a safe environment that prepares them to graduate from high school, college and career ready.*

- **Actions, Services, and Expenditures include:**
  ➢ Enhance support to new school technology
  ➢ Develop facilities projects to support safe school environment and climate
  ➢ Enhance Curriculum & Instructional Technology
  ➢ Design 21st Century Virtual Learning to support expansion of on-line applications – Accelerated Math
  ➢ Dual Enrollment Partnership with Santiago Canyon College

Pupil Outcomes (2015-16)

<u>OUSD Main Goal:</u> *All Students will attain mastery or demonstrate academic growth toward mastery in core content areas.*

- **Actions, Services, and Expenditures include:**
  ➢ Academic Language Support
  ➢ AVID at all middle/high schools and 10 elementary schools
  ➢ Extend service support to English Leaners
  ➢ Increase services in Early Learning to promote expansion of preschool
  ➢ High School Academic development of academies with alignment to elementary and middle school
  ➢ Library media specialists for middle schools to improve digital literacy skills

Engagement (2015-16)

<u>OUSD Main Goal:</u> *Student and parent engagement will be promoted through an increased sense of safety and improved school climate and school connectedness.*

- **Actions, Services, and Expenditures include:**
  ➢ Intensify high school mental health counseling
  ➢ Support Learning Academy Model and Inclusion
  ➢ Parent Education – Growth Mindset, CAASPP, School Smarts & Parent 2 Parent
  ➢ College and Careers
  ➢ Science, Technology, Engineering and Mathematics (STEM)
  ➢ Attendance rates up at all schools and suspension rates are low at 1.2%
  ➢ Increased attendance rates in afterschool programs

Goals, Actions and Services for 2016-19

Conditions for Student Learning

- Professional Development in Content Areas
  - Multi-tiered System of Support (MTSS)
  - English Language Acquisition and Thinking Maps
  - Inclusive Schooling

- Course Access
  - Expansion of AVID, STEM, Robotics, and CTE
  - Equal Opportunities Schools (EOS) - open access to Advanced Placement
  - College/Career Online
  - English Learner Support

- Enhance support to new school technology
  - Update Data Center
  - Bring Your Own Device (BYOD)

- Facilities projects to support safe school environment and climate
  - Maintenance and facilities project funding
  - Support Class Size Reduction

- Enhance Curriculum & instructional technology support

Pupil Outcomes

- Intervention Programs at each school to support English learners
  - Secondary summer school
  - Elementary Collaborative Academic Support Teams (CAST)
  - Elementary Response to Intervention (RTI) Teachers
- AVID sections at each middle, high school and a total of 19 elementary schools to support college readiness
- Digital Portfolios
- College Board Fees and universal PSAT testing
- Advanced Placement and International Baccalaureate support
- GATE support – universal testing and advanced learning differentiation
- Increase Early Learning by expansion of preschool
- High School Academic Specialists to support development of Academies with alignment to elementary and middle schools

Engagement

- Teacher on Special Assignment for Family Engagement
- Teacher on Special Assignment for Student Engagement
- Parent Education on Mental Health and supports
- Foster Youth Connections
- Sessions on educational programs, attendance, standards and testing
- Additional special needs support to expand Learning Academy model
- Mental Health counselors, nurses and psychologists
- Coordinator of Foster Youth and Homeless
- Foster Youth Mentor Program
- Middle School Athletic Program
- Community Liaisons

Introduction:

LEA: Orange Unified School District   **Contact (Name, Title, Email, Phone Number):** Michael L. Christensen, Superintendent, superintendent@orangeusd.org, (714) 628-4487
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
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?
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? How was the information made available?
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?
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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Curriculum Council: • September 29, 2015 • October 27, 2015 • November 10, 2015 • January 26, 2016 • February 23, 2016 • March 22, 2016 • April 26, 2016 • May 24, 2016	The Curriculum Council is comprised largely of teachers, District and site leadership. Through the involvement of the curriculum council, the input received was focused around ensuring students have access to college and career course, offering wide range of courses/programs and professional development for teachers. Hence, actions and services included in the LCAP additional staffing, professional development for teachers in the area of differentiated instruction for advanced learners, GATE, AVID, Vital Link, Robotics and Career and Technical Education, and Visual Performing Arts program.

District English Language Advisory Committee (DELAC):
- September 18, 2015
- October 23, 2015
- December 4, 2015
- January 15, 2016
- March 18, 2016
- April 22, 2016
- May 20, 2016

During the school year the DELAC meetings have been focused on the education of parents of English Learners with a specific emphasis of informing them of district and community resources available for them to access as well as how to navigate the school system . Via the LCAP online survey, formal meeting agenda items and informal input from parents, we have been able to glean the following priorities for this subgroup of parents. Parents of English Learners stated they would like to see students using technology and teachers participating professional development that supported the blending of technology into the curriculum. Hence, professional development for teachers to embed technology in instruction was included in the LCAP to reflect this. Additionally, they wanted schools to offer intervention/tutoring programs for students that were struggling. Further, Expository Reading and Writing Courses were added to our secondary schools with a reduced class size to help English Learners and Low Income students meet state standards as well as intervention and academic support such as credit recovery, summer school and CAHSEE support. Parents of English Learners also shared that they would like to see more focus on college with the students and their families. This could be through College and Career fairs, guest speakers or just information meetings focused not just at secondary but at elementary as well. In the LCAP review process, DELAC reviewed the draft and gave comments at the meetings on 4/22 and 5/20.

District Advisory Committee (DAC):
- October 28, 2015
- February 10, 2016
- April 27, 2016
- May 25, 2016

DAC Committee was pleased with all of the increased services and programs offered at schools this year and asked district to continue and/or increase what we had implemented. Their additional request for resources and college workshops were added to the LCAP. DAC members all were asked to submit their input via our stakeholder survey. Committee members also made recommendations on future LCAP survey questions and ways to increase stakeholder engagement in taking the survey by providing different surveys for students that is more kid-friendly. Another suggestion to consider in our LCAP goal 5 on parent engagements was made about providing digital citizenship support to parents as well by our Instructional Technology Department. In the LCAP review process our DAC reviewed the draft and gave comments during the scheduled meetings on 4/27 and 5/25.

Educational Technology Advisory Committee (ETAC):
- October 1, 2015
- December 15, 2015
- February 25, 2016
- May 26, 2016

Educational Technology Advisory Committee is comprised of parents, teachers, business owners, district and site administrators. Their input on the importance of student use of technology as a 21st century skill and tool was a primary focus in our LCAP. Hence, additional technology for students and updated devices for teachers will continue for the following years. LCAP included Information and Educational Technology Department increased staffing and providing continual professional development for all teachers to embed technology in their lessons. The ETAC has requested more parent involvement and classes from the district level or at least support for the schools from the district to provide technology trainings for parents. They would also like a Technology Fair for the Community so everyone can see what is going on in the schools with regards to technology. Currently the committee is working with the secondary sites to add student representatives on the committee as well, so that student needs and voices are a part of the discussion of Educational Technology in our schools.

Foster Connections (Foster Youth):
- September 11, 2015
- October 14, 2015
- November 13, 2015
- January 15, 2016
- February 10, 2016
- March 18, 2016
- April 14, 2016
- May 13, 2016

The goal of Foster Connections is to help foster parents to engage and connect to the school district so that they can learn and provide meaningful input into district goals and programs. In addition, guest speakers provide presentations to the foster parents related to topics of caring for a foster child. Foster Connections serves not only to educate foster parents but also as a vehicle to promote networking and support for those who care for foster children. The group meets once per month with alternating times of day to accommodate parent work schedules. Foster Connections is made up of foster parents and caregivers to foster youth who have foster children that attend Orange Unified School District. The group meets for two hours and foster parents earn foster parent training hours for their participation. OUSD is partnered with Saddleback College so that these training hours can be awarded.

Gifted and Talented Education (GATE) Community Advisory Committee:
- October 5, 2015
- November 16, 2015
- March 21, 2016
- May 23, 2016

GATE parents requested additional professional trainings of advanced learners. Hence, the LCAP includes increased professional development for General Ed teachers of advance learners to better serve these students' needs. Professional topics will include utilization of strategies that increase differentiation, critical thinking and rigor.

Special Education Community Advisory Committee (CAC):
- August 31, 2015
- December 10, 2015
- March 9, 2016
- June 22, 2016

Special Education parents were offered opportunities to provide input through various meetings such as Special Education Community Advisory Committee (CAC) and other parent meetings at district and school site level. Special Education parents also participated in taking our OUSD LCAP Survey at their meetings.   Parents would like additional services for students, particularly increased services and times for counseling and nurses for students at all schools. Therefore, we will continue with added support of our mental health counselors.   Parents also want to utilize the counselors to deliver parent education topics that may be relevant at the school sites.

Superintendent's Forum (OUSD Staff only):
- October 7, 2015
- November 4, 2015
- February 3, 2015
- March 2, 2016
- April 13, 2016
- May 11, 2016

Every site has a certificated and classified representative to our Superintendent's Forum as well as our district office. They have received information regarding the LCAP progress and stakeholder survey information. Their input was gathered and included in the LCAP through the survey as well as through focused discussions led during the meeting time. The committee was supportive of the actions and services identified in the LCAP.

Meeting with Collective Bargaining Units:
OUEA
- March 29, 2016
- May 6, 2016
CSEA
- April 25, 2016
- May 9, 2016

Both of Orange Unified School District's Collective bargaining groups were supportive of the actions and services for adding staff, programs services for students, parents and administrators. Class size discussion took place and has been added to LCAP.

Educational Services Meetings (OUSD District Staff only):
- July 10, 2015
- August 3, 2015
- August 14, 2015
- September 4, 2015
- September 14, 2015
- September 25, 2015
- October 12, 2015
- October 23, 2015
- November 6, 2015
- November 16, 2015
- December 7, 2015

Educational Services Division meetings center on our LCAP goals and actions. Every meeting that is held is to specifically discuss programs through the review of student quantitative/qualitative data and make plans on how to meet those needs. Throughout the year plans are made on how the departments can collaborate to meet the needs of our schools. Many of our programs require cross departmental collaboration to succeed and therefore these meetings are essential. Every member shares out on their LCAP actions throughout the year and receives feedback from the group. Principals are brought in as well to share best practices or present new concepts that may need to be considered to be included in the LCAP. This group also reviews LCAP survey data to also inform decisions for future planning of programs.

- December 18, 2015
- January 11, 2016
- January 22, 2016
- February 8, 2016
- February 19, 2016
- March 7, 2016
- March 18, 2016
- March 25, 2016
- April 18, 2016
- April 29, 2016
- May 9, 2016
- May 20, 2016
- May 27, 2016
- June 6, 2016
- June 17, 2016

Annual Update:

The stakeholder involvement process repeated the same pattern as the year prior. The process began in early September through emails and announcements at staff and parent stakeholder meetings regarding the access to the annual online survey. All leadership have been directed to include LCAP review at their stakeholder meetings as well as solicit input via the online surveys. This year we added a few more meetings as stakeholder groups as compared to last year. All students 6th grade to 12th grade were invited to take the online survey at their sites to get the voice of the students. Our Special Programs and Accountability Department provided sites with updates weekly on number of respondents on the survey to help site leaders promote the survey input process. Principals encouraged student participation and some even set goals for their entire community to get involved with the survey and held celebrations if they had higher number of respondents from year prior. This included inviting our community partners each site has relationships with to take the survey and provide meaningful input into our programs and services from their perspective.   Next year we would like to have a Foster Youth Advisory Committee through our Student and Community Services department as well as other youth focus group discussions surrounding our LCAP goals and actions.

Annual Update:

Additional staffing, services and programs have been added in section 2 detailing the specific information regarding how the OUSD will meet the needs of all learners, especially English Learners, low income, Foster Youth, special education, advanced learners and at-risk learners. One over arching area that seems to continue to be voiced is the need for more parent education available on a variety of themes to be offered by departments or at the school sites. A suggestion was made to incorporate ED 100 a free online support for parent education provided by the California PTA. In regards to input on LCAP, we want to explore different avenues in gathering stakeholder input from our younger students as well. The survey is not geared for them and we may want to construct a new survey or do focus groups at elementary sites to gather information. We are also considering meeting as High School Feeder patterns of schools or clusters to discuss LCAP and invite input about our programs and services. Via our stakeholder survey we also see that request for more information on how to get our students college and career ready. Suggestions were about more widely publicized college nights and career fairs and to be sure to invite the elementary level students to these events.

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

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service**:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service**:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Goal 1: All students will receive a 21st century education that includes access to highly qualified teachers, standardized aligned materials and facilities maintained in good repair.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	In order to graduate college and career ready, students need a 21st century education that includes access to highly qualified teachers, standardized aligned materials and facilities maintained in good repair.

Goal Applies to:	Schools:	All schools
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	All teachers are highly qualified. All core textbooks will be aligned to State Standards. Facilities will remain in good repair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Teacher Quality/California Teacher Induction Program (CTIP) available for beginning teachers i.e. mentorship and highly qualified teacher authorizations, including EL Authorizations.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Base $396,840
1.2 Reduce class size 30 to 1	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Human Resources) Base $1,988,405 (Human Resources) Supplemental $100,000

1.3 Maintain technology services and support to all schools through • 2 site techs • extra earning for tech • Director of Information Technology • Web & Internet Communications Specialist • Network Access Control (NAC) - BYOD Infrastructure • 1 Information Service Specialist	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Tech) Base $649,748
1.4 Technology Services and Core Network schools • Genius Bar • 1:1 Take-home Student Support - iDevice	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Tech) Supplemental $107,380
1.5 Textbooks aligned to California's academic and performance state standards.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Base $3,436,000
1.6 Based on results of annual Facilities Inspection Tool (FIT), LCFF funds will be used to address facility needs at various school sites. In addition, our Data Center will be upgraded so as to provide infrastructure to protect so that each school can operate a 21st century safe and efficient digital learning environment.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Maintenance &Operations)/(Tech) Supplemental $1,000,000

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	All teachers are highly qualified. All core textbooks will be aligned to State Standards. Facilities will remain in good repair.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Teacher Quality/California Teacher Induction Program (CTIP) available for beginning teachers i.e. mentorship, highly qualified teacher authorizations, including EL Authorizations.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Base $416,682
1.2 Reduce class size 30 to 1	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(HR) Base $2,087,825 (HR) Supplemental $100,000
1.3 Maintain technology services and support to all schools through • 2 site techs • extra earning for tech • Director of Information Technology • Web & Internet Communications Specialist • Network Access Control (NAC) - BYOD Infrastructure • 2 Instructional Specialists Technology • 1 Information Service Specialist	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Tech) Base $870,135

1.4 Technology Services and Core Network schools • Genius Bar • 1:1 Take-home Student Support - iDevice High School Pilot	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Tech) Supplemental $107,380
1.5 Textbooks aligned to California's academic and performance state standards.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Base $3,433,000
1.6 Based on results of annual Facilities Inspection Tool (FIT), LCFF funds will be used to address facility needs at various school sites.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(M&O) Supplemental $1,525,534

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All teachers are highly qualified. All core textbooks will be aligned to State Standards. Facilities will remain in good repair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Teacher Quality/California Teacher Induction Program (CTIP) available for beginning teachers i.e. mentorship, highly qualified teacher authorizations, including EL Authorizations.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Base $425,016
1.2 Reduce class size 30 to 1	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(HR) Base $2,087,825 (HR) Supplemental $100,000
1.3 Maintain technology services and support to all schools through • 2 site techs • extra earning for tech • Director of Information Technology • Web & Internet Communications Specialist • Network Access Control (NAC) - BYOD Infrastructure • 1 Information Service Specialist	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Tech) Base $870,135

1.4 Technology Services and Core Network schools • Genius Bar • 1:1 Take-home Student Support - iDevice High School Pilot	LEA Wide	X All --- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Tech) Supplemental $107,380
1.5 Textbooks aligned to California's academic and performance state standards.	LEA Wide	X All --- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Base $3,436,000
1.6 Based on results of annual Facilities Inspection tool (FIT), LCFF funds will be used to address facility needs at various school sites.	LEA Wide	X All --- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(M&O) Supplemental $1,799,370

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

	Conditions of learning Goal 2: All students are provided with supplemental resources, materials, and services and receive instruction from teachers who enhance their instructional practice through participating in various professional development training that focuses on such topics as 21st Century teaching and learning, Academic and Performance State Standards and ELD Standards.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
GOAL 2:		

Identified Need :	In order to graduate college and career ready and achieve state standards, students need to receive instruction from teachers who are well trained in various strategies that will support their learning. They also need supplemental materials to help make content comprehensible and overcome any deficits. Additionally, based on the 2013-2014 EAP assessment, 47% of students in ELA and 54% of students in Math were determined ready or conditionally ready for college.

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	100% of teachers will participate in professional development that increases the effectiveness of instructional practice. 60% of secondary core content area teachers will have received training on ELD standards, ELA/ELD framework, and strategies to promote achievement. An increased percentage of students districtwide will be determined ready or conditionally ready for college.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide Science Center support services.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Base $20,000
2.2 Provide support and services to teachers to ensure academic success in Science, English Language Arts, Math, and Visual Performing Arts.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Base $405,470

2.3 Increase outside professional development services and resources to ensure academic success.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $247,000
2.4 Technology professional development programs and resources for teachers and students • iPilot Program • eTraining PD Support • iTeach Program Devices • Tech Festival • iLead • Tech Talk • 1:1/BYOD Program Support • 1:1 Coaching Time Sub Teacher Support • 4.75 Instructional Specialists	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Tech) Supplemental $906,925
2.5 a. Provide professional development on English Language Development and EL support staff to increase English Learners attainment of English proficiency and mastery of all subjects. b. Thinking Maps training, support, and materials for high schools, in order to make content more comprehensible and allow English learners to acquire language while mastering content. (One-two more departments at Canyon, Villa Park High School, and El Modena. Continue to support departments that have been previously trained at all four high schools.)	LEA Wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp.Prog) Supplemental $40,895 (Sp. Prog) Supplemental $25,465
2.6 a.Provide supplemental resources and services to support academic achievement of EL, Low Income, and Foster Youth. b. Additional services and resources provided by Coordinators in Accountability & Special Programs to increase academic achievement for English Learners, Low Income and Foster Youth students.	LEA Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $15,000 (Sp. Prog) Supplemental $28,893

2.7 Maintain staff to support student and community needs relating to attendance issues.	LEA Wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $56,000
2.8 Utilize Multi-Tiered System of Supports, such as Universal Screening and Progress Monitoring in DIBELS Next, to support implementation of state standards and best practices.	LEA Wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $33,000
2.9 Provide professional development to teachers that will enhance their instructional practices and build 21st century skills in the areas of Math, Science, English Language Arts, and Social Studies. The Teacher Innovator Program will also build the capacity of teachers through focused training.	LEA Wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $282,507
2.10 Provide support services for teachers of math to enhance instruction through the incorporation of 21st century skills and thus increase student achievement.	LEA Wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $223,970

2.11 Provide Instructional Specialist support to Special Education teachers to support implementation of curriculum, engagement strategies and specialized techniques to support our special needs students.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	(Sp.Ed.) Supplemental $107,646

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	100% of teachers will participate in professional development that increases instructional practice. 75% of all teachers of English learners will have received training on ELD standards, ELA/ELD framework, and strategies to help achievement. An increased percentage of students districtwide will be determined ready or conditionally ready for college.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide Science Center support services.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Base $20,000
2.2 Provide support and services to teachers to ensure academic success in Science, English Language Arts, Math, and Visual Performing Arts.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Base $413,580

2.3 Increase outside professional development services and resources to ensure academic success.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $247,000
2.4 Technology professional development programs and resources for teachers and students • iPilot Program • eTraining PD Support • iTeach Program Devices • Tech Festival • iLead • Tech Talk • 1:1/BYOD Program Support • 1:1 Coaching Time Sub Teacher Support • 4.75 Instructional Specialists	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Tech) Supplemental $885,798
2.5 a. Professional development on English Language Development and support staff to increase English Learners attainment of English proficiency and mastery of all subjects. b. Thinking Maps training, support, and materials for high schools, in order to make content more comprehensible and allow English learners to acquire language while mastering content. (One-two more departments at Canyon, Villa Park High School, and El Modena. Continue to support departments that have been previously trained at all four high schools.)	LEA Wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $40,895 (Sp. Prog) Supplemental $25,465
2.6 a. Provide supplemental resources and services to support academic achievement of EL, Low Income, and Foster Youth. b. Additional services and resources provided by Coordinators in Accountability & Special Programs to increase academic achievement for English Learners, Low Income and Foster Youth students.	LEA Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $15,000 (Sp. Prog) Supplemental $29,615

2.7 Maintain staff to support student and community needs relating to attendance issues.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $61,500
2.8 Utilize Multi-Tiered System of Supports, such as Universal Screening and Progress Monitoring in DIBELS Next, to support implementation of state standards and best practices.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $33,000
2.9 Provide professional development to teachers that will enhance their instructional practices and build 21st century skills in the areas of Math, Science, English Language Arts, and Social Studies. The Teacher Innovator Program will also build the capacity of teachers through focused training.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $282,507
2.10 Provide support services for teachers of math to enhance instruction through the incorporation of 21st century skills and thus increase student achievement.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $223,970

2.11 Provide Instructional Specialist support to Special Education teachers to support implementation of curriculum, engagement strategies and specialized techniques to support our special needs students.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp.Ed.) Supplemental $110,337

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% of teachers will participate in professional development that increases instructional practice. 100% of all teachers of English learners will have received training on ELD standards, ELA/ELD framework, and strategies to help achievement. An increased percentage of students districtwide will be determined ready or conditionally ready for college.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide Science Center support services.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Base $20,000
2.2 Provide support and services to teachers to ensure academic success in Science, English Language Arts, Math, and Visual Performing Arts.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Base $421,851

2.3 Increase outside professional development services and resources to ensure academic success	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $247,000
2.4 Technology professional development programs and resources for teachers and students • iPilot Program • eTraining PD Support • iTeach Program Devices • Tech Festival • iLead • Tech Talk • 1:1/BYOD Program Support • 1:1 Coaching Time Sub Teacher Support • 4.75 Instructional Specialists	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Tech) Supplemental $896,140
2.5 a. Professional development on English Language Development and support staff to increase English Learners attainment of English proficiency and mastery of all subjects b. Thinking Maps training, support, and materials for high schools, in order to make content more comprehensible and allow English learners to acquire language while mastering content. (One-two more departments at Canyon, Villa Park High School, and El Modena. Continue to support departments that have been previously trained at all four high schools.)	LEA Wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $40,895 (Sp. Prog) Supplemental $25,465
2.6 a. Provide supplemental resources and services to support academic achievement of EL, Low income, and foster Youth. b. Additional services provided by Coordinators in Accountability & Special Programs to increase academic achievement for especially English Learners, Low Income and Foster Youth students	LEA Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $15,000 (Sp. Prog) Supplemental $30,536

2.7 Maintain staff to support student and community needs relating to attendance issues.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $63,037
2.8 Utilize Multi-Tiered System of Supports, such as Universal Screening and Progress Monitoring in DIBELS Next, to support implementation of state standards and best practices.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $33,000
2.9 Provide professional development to teachers that will enhance their instructional practices and build 21st century skills in the areas of Math, Science, English Language Arts, and Social Studies. The Teacher Innovator Program will also build the capacity of teachers through focused training.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $282,507
2.10 Provide support services for teachers of math to enhance instruction through the incorporation of 21st century skills and thus increase student achievement.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $223,970

2.11 Provide Instructional Specialist support to Special Education teachers to support implementation of curriculum, engagement strategies and specialized techniques to support our special needs students.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp.Ed.) Supplemental $113,096

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Conditions of learning Goal 3: All students will have access to 21st Century courses and programs that enhance college and career opportunities, such as Advancement via Individual Determination (AVID), Online Courses (including Accelerated Math Pathway), Expository Reading Writing Course (ERWC), Advanced Placement (AP), College Board approved A-G courses, Career Technical Education (CTE) resources and Science, Technology, Engineering, Arts and Mathematics (STEAM) courses.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	In order to graduate college and career ready, students need increased access to courses and programs that will fully prepare them with 21st Century skills. District data revealed that less than 50% of students participate in CTE pathway and/or complete 2 or more CTE courses in a pathway

Goal Applies to:	Schools:	All schools
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	A further increase of course offerings, CTE courses (participation), enrollment in AP, A-G, AVID, ERWC, Online Courses (increase in course numbers and student participants), increase of Special Education students in General Education courses, an increase in the number of English learners and Reclassified students enrolled in AP, A-G, AVID, and ERWC courses. Increased access to technology in the classroom A further decrease in the number of Long Term English Learners (LTELS) in elementary school and LTELS in secondary school, so they will have more access to college and career opportunities when in secondary schools.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 High School Office support	High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Base $204,518

3.2 Offerings of college and career courses, Intervention programs and specialized program resources and services (online academic intervention, AVID). a. AVID sections added to schedules to support college readiness b. APEX online credit recovery and original credit program to provide opportunities for students who are at-risk to recover credits. c. Edmentum online credit- recovery program to support students in special populations to recover credits.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $119,000 (Secondary) Supplemental $66,000 (Secondary) Supplemental $70,000
3.3 Students have access to college and career online program and counselors. Naviance is used to assist students in college and career planning.	7-12 schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $85,000
3.4 a. SAT and ACT Waivers will be available to students to increase college eligibility and readiness. AP/IB Waivers will be available to students who would like to take the AP exam(s) to increase college readiness and eligibility. b. SAT Prep will be offered to students interested in taking the SAT and increase preparedness.	7-12 schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $70,000 (Secondary) Supplemental $50,000
3.5 Provide targeted sites additional support to increase academic language for English Learners, Low Income and Foster Youth subgroups.	Targeted sites	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $20,418

3.6 Provide differentiated professional development and support for our teachers that helps them to prepare students for college and career, such as differentiation for advanced learners, AVID, Vital Link, Robotics, interventions, online teaching and CTE support materials.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $671,462
3.7 Initiate the College Connections Program. College Connections will help to facilitate the transition process from high school to college by providing information and personalized contact between graduating foster youth and local community colleges. Transportation for Foster Youth to tour SCC.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Student Community Services) Supplemental $200
3.8 Provide students the opportunity to take AP classes through the Equal Opportunity Schools program that identifies student with AP potential.	High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $78,000
3.9 Provide expansion of CTE offerings at secondary level.	7-12 schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $1,184,433

LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	A further increase of course offerings, CTE courses (participation), enrollment in AP, A-G, AVID, ERWC, Online Courses (increase in course numbers and student participants), increase of Special Education students in General Education courses, an increase in the number of English learners and Reclassified students enrolled in AP, A-G, AVID, and ERWC courses. Increased access to technology in the classroom A further decrease in the number of Long Term English Learners (LTELS) leaving elementary school and LTELS in secondary school, so they will have more access to college and career opportunities when in secondary schools.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 High School Office support	High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Base $204,518
3.2 Offerings of college and career courses, Intervention programs and specialized program resources and services (online academic intervention, AVID). a. AVID sections added to schedules to support college readiness b. APEX online credit recovery and original credit program to provide opportunities for students who are at -risk to recover credits. c. Edmentum online credit- recovery program to support students in special populations to recover credits.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $124,475 (Secondary) Supplemental $66,750 (Secondary) Supplemental $73,250

3.3 Students have access to college and career online program and counselors. Naviance is used to assist students in college and career planning.	High Schools	X All <hr> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $85,000
3.4 a. SAT and ACT Waivers will be available to students to increase college eligibility and readiness. AP/IB Waivers will be available to students who would like to take the AP exam(s) to increase college readiness and eligibility. b. SAT Prep will be offered to students interested in taking the SAT and increase preparedness.	High Schools	_ All <hr> OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $70,000 (Secondary) Supplemental $50,000
3.5 Provide targeted sites additional support to increase academic language for English Learners, Low Income and Foster Youth subgroups.	Targeted sites	_ All <hr> OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $20,929
3.6 Provide differentiated professional development and support for our teachers that helps them to prepare students for college and career, such as differentiation for advanced learners, AVID, Vital Link, Robotics, interventions, online teaching and CTE support materials.	LEA Wide	X All <hr> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $671,462

3.7 Maintain the College Connections Program. College Connections will help to facilitate the transition process from high school to college by providing information and personalized contact between graduating foster youth and local community colleges. Transportation for Foster Youth to tour SSC	LEA Wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $200
3.8 Provide students the opportunity to take AP classes through the Equal Opportunity Schools program that identifies student with AP potential.	7-12 schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $78,000
3.9 Provide expansion of CTE offerings at secondary level.	7-12 schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $1,356,433

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	A further increase of course offerings, CTE courses (participation), enrollment in AP, A-G, AVID, ERWC, Online Courses (increase in course numbers and student participants), increase of Special Education students in General Education courses, an increase in the number of English learners and Reclassified students enrolled in AP, A-G, AVID, and ERWC courses. Increased access to technology in the classroom A further decrease in the number of Long Term English Learners (LTELS) leaving elementary school and LTELS in secondary school, so they will have more access to college and career opportunities when in secondary schools.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 High School Office support	High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Base $214,744
3.2 Offerings of college and career courses, Intervention programs and specialized program resources and services (online academic intervention, AVID). a. AVID sections added to schedules to support college readiness b. APEX online credit recovery and original credit program to provide opportunities for students who are at -risk to recover credits. c. Edmentum online credit- recovery program to support students in special populations to recover credits.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $130,086 (Secondary) Supplemental $68,419 (Secondary) Supplemental $76,581

3.3 Students have access to college and career online program and counselors. Naviance is used to assist students in college and career planning.	High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $85,000
3.4 a. SAT and ACT Waivers will be available to students to increase college eligibility and readiness. AP/IB Waivers will be available to students who would like to take the AP exam(s) to increase college readiness and eligibility. b. SAT Prep will be offered to students interested in taking the SAT and increase preparedness.	High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $70,000 (Secondary) Supplemental $50,000
3.5 Provide targeted sites additional support to increase academic language for English Learners, Low Income and Foster Youth subgroups.	7-12 schools	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $21,988
3.6 Provide differentiated professional development and support for our teachers that helps them to prepare students for college and career, such as differentiation for advanced learners, AVID, Vital Link, Robotics, interventions, online teaching and CTE support materials.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $723,757

3.7 Maintain the College Connections Program. College Connections will help to facilitate the transition process from high school to college by providing information and personalized contact between graduating foster youth and local community colleges. Provide transportation as part of College Connections for Foster Youth.	LEA Wide	_ All ------------------------ OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $200
3.8 Provide students the opportunity to take AP classes through the Equal Opportunity Schools program that identifies student with AP potential.	High Schools	X All ------------------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $78,000
3.9 Provide expansion of CTE offerings at secondary level.	7-12 schools	X All ------------------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $1,527,514

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

	Pupil Outcomes Goal 4: All students will demonstrate increased competency in real-world, relevant subject area content: 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 determined by baseline data on State Assessments (SBAC, CAA, and CELDT) and District local measures.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify
GOAL 4:		

Identified Need :	In order to meet state standards and graduate college and career ready, students need to achieve mastery in real-world relevant subject area content. Progress must be regularly monitored in order to ensure students are moving towards mastery. Based on most recent state data, 93% of OUSD students met the requirements for graduation. Therefore, OUSD will continue to provide programs and services to meet and exceed state graduation rate targets.

Goal Applies to:	Schools: All schools	
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth.

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase percentage of students leaving elementary schools with early literacy skills/fluency at benchmark as measured by DIBELS Next (Vport), SMI, SRI Additional Extended Day programs and effective interventions will be implemented to improve learning for all students, especially English learners, Low Income, and Foster Youth. OUSD will improve programs and services to increase graduation rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Student access to intervention and academic support services (credit recovery, iSchool, summer school and extended learning support). a. Credit recovery will be offered as an intervention to support at-risk students in need of credit recovery. b. Summer school program will be offered to all students who need intervention, credit recovery and acceleration opportunities. c. Courses sections in intervention will be offered during the school day to support at-risk students. d. Sections will be added for intervention, academic success and SBAC support. (RTI/Co-teaching sections)	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $195,010 (Secondary) Supplemental $550,000 (Secondary) Supplemental $341,669 (Ed. Services) Supplemental $ 445,972

4.2 Elementary Collaborative Academic Support Team (CAST) meetings are implemented to monitor student progress and plan necessary student interventions, and staff development.	K-6 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Elementary) Supplemental $66,900
4.3 Provide ELD services to improve student achievement for EL (program and service cost), including Language Assessment Center.	LEA Wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog.) Supplemental $1,288,440
4.4 Indirect costs for supporting Language Assessment Center, Special Programs, and school sites.	LEA Wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $602,692
4.5 a. School site allocations are directed to improve student learning for English Learners, Low Income and Foster Youth pupils and cover indirect costs. b. Continue supplying services of psychologists, nurses, and mental health counselors to support student access and engagement to enhance college and career opportunities. In addition, 75% of psychologist on special assignment works directly with Student Community Services to address needs of identified subgroups. c. Extend work year of coordinator in Special Ed. to support special populations during summer.	LEA Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Sp. Ed.	(School sites) Supplemental $3,563,497 (Sp.Ed.) Supplemental $1,121,647 (Sp. Ed.) Supplemental $14,000

4.6 a. Expand preschool and TK programs to help students become better prepared for school. Funds for materials, staff and professional development. b. Fund Senior Secretary for Pre-School. c. Fund Coordinator, State Preschool.	Pre-school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Elementary) Supplemental $100,000 (Elementary) Base $40,347 (Elementary) Supplemental $70,000
4.7 Increase resources for Foster Youth and Low Income students (school supplies). Resources include scientific calculators and Chromebooks for all Foster Youth and Homeless students.	LEA Wide	_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $5,000
4.8 Provide training, planning and support for an effective implementation of the ELA and Math State Academic Standards, Literacy in the Social Studies and Science content area, teacher professional development in writing, intervention professional development, planning and preparation in the design and roll out of NGSS, as well as universal screening of mathematics and ELA and secondary support of SHMOOP.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $124,000
4.9 Fund intervention support for schools, focusing on the needs of EL, Low Income, and Foster Youth students in the area of MTSS. (10 RTI teachers)	K-6 schools	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog.) Supplemental $1,329,261

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.10 Provide a comprehensive athletic program to complement academic programs at middle schools.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Ath/Act.) Supplemental $204,000
4.11 Provide teacher professional development, support, and planning time in the integration of art and CTE/STEM practices.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $72,680

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Increased percentage of students leaving elementary schools with early literacy skills/fluency at benchmark as measured by DIBELS Next (Vport), SMI, SRI Additional Extended Day programs and effective interventions will be implemented to improve learning for all students, especially English learners, Low Income, and Foster Youth. OUSD will improve programs and services to increase graduation rates.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Student access to intervention and academic support services (credit recovery, iSchool, summer school and extended learning support). a. Credit recovery will be offered as an intervention to support at-risk students in need of credit recovery. b. Summer school program will be offered to all students who need intervention, credit recovery and acceleration opportunities. c. Courses sections in intervention will be offered during the school day to support at-risk students.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $199,855 (Secondary) Supplemental $550,000 (Secondary) Supplemental $365,925 (Ed. Services) Supplemental $457,121

d. Sections will be added in intervention, academic success and SBAC support. (RTI/co-teaching)			
4.2 Elementary Collaborative Academic Support Team (CAST) meetings are implemented to monitor student progress and plan necessary student interventions, and staff development.	K-6 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Elementary) Supplemental $68,527
4.3 Provide ELD services to improve student achievement for EL (program and service cost), including Language Assessment Center.	LEA Wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $1,420,594
4.4 Indirect costs for supporting Language Assessment Center, Special Programs, and School Sites	LEA Wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $663,165
4.5 a. School site allocation to improve student learning for English Learners, Low Income and Foster Youth pupils and indirect costs b. Continue supplying services of psychologists, nurses, and mental health counselors to support student access and engagement to enhance college and career opportunities. c. Extend work year of coordinator in Special Ed. to support special populations during summer.	LEA Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Sp. Ed.	(School Sites) Supplemental $3,563,497 (Sp.Ed.) Supplemental $1,149,688 (Sp.Ed.) Supplemental $14,350

4.6 a. Expand preschool and TK programs to help students become better prepared for school. Funds for materials, staff and professional development. b. Fund Senior Secretary for Pre-School. c. Fund Coordinator, State Preschool.	Pre-school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Elementary) Supplemental $100,250 (Elementary) Base $41,356 (Elementary) Supplemental $71,750
4.7 Increase resources for Foster Youth and Low Income students (school supplies). Resources include scientific calculators and Chromebooks and Scientific Calculators to all Foster Youth and Homeless students.	LEA Wide	_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $5,000
4.8 Provide training, planning and support for an effective implementation of the ELA and Math State Academic Standards, Literacy in the Social Studies and Science content area, teacher professional development in writing, intervention professional development, planning and preparation in the design and roll out of NGSS, as well as universal screening of mathematics and ELA and secondary support of SHMOOP.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $124,000
4.9 Fund intervention support for schools, focusing on the needs of EL, Low Income, and Foster Youth students in the area of MTSS. (10 RTI teachers)	LEA Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $1,364,626

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.10 Provide a comprehensive athletic program to complement academic programs at middle schools	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Ath/Act.) Supplemental $209,100
4.11 Provide teacher professional development, support, and planning time in the integration of art and CTE/STEM practices.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $72,680

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increased percentage of students leaving elementary schools with early literacy skills/fluency at benchmark as measured by DIBELS Next (Vport), SMI, SRI Additional Extended Day programs and effective interventions will be implemented to improve learning for all students, especially English learners, Low Income, and Foster Youth. OUSD will improve programs and services to increase graduation rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Student access to intervention and academic support services (credit recovery, summer school and extended learning support). a. Credit recovery will be offered as an intervention to support at-risk students in need of credit recovery. b. Summer school program will be offered to all students who need intervention, credit recovery and acceleration opportunities. c. sections in intervention will be offered during the school day to support at-risk students.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $204,882 (Secondary) Supplemental $550,000 (Secondary) Supplemental $375,073 (Ed. Services) Supplemental $468,549

d.Sections will be aded in intervention, academic success and SBAC support. (RTI/co-teaching)			
4.2 Elementary Collaborative Academic Support Team (CAST) meetings to monitor student progress and plan necessary student interventions	K-6 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Elementary) Supplemental $70,240
4.3 Provide ELD services to improve student achievement for EL (program and service cost), including Language Assessment Center	LEA Wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $1,456,108
4.4 Indirect costs for supporting Language Assessment Center, Special Programs, and School Sites	LEA Wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $679,744
4.5 a. School site allocation to improve student learning for English Learners, Low Income and Foster Youth pupils and indirect costs b. Continue supplying services of psychologists, nurses, and mental health counselors to support student access and engagement to enhance college and career opportunities. c. Extend work year of coordinator in Special Ed. to support special populations during summer.	LEA Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Sp. Ed.	(School sites) Supplemental $3,563,799 (Sp. Ed) Supplemental $1,178,430 (Sp.Ed.) Supplemental $14,708

4.6 a. Expand preschool and TK programs to help students become better prepared for school. Funds for materials, staff and professional development. b. Fund Senior Secretary for Preshchool. c. Fund Coordinator, State Preschool.	Pre-school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Elementary) Supplemental $102,756 (Elementary) Base $42,025 (Elementary) Supplemental $73,544
4.7 Increase resources for Foster Youth and Low Income students (school supplies). Resources include scientific calculators and Chromebooks for all Foster Youth and Homeless students.	LEA Wide	_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $5,000
4.8 Provide training, planning and support for an effective implementation of the ELA and Math State Academic Standards, Literacy in the Social Studies and Science content area, teacher professional development in writing, intervention professional development, planning and preparation in the design and roll out of NGSS, as well as universal screening of mathematics and ELA and secondary support of SHMOOP.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $124,000
4.9 Fund intervention support for schools, focusing on the needs of EL, Low Income, and Foster Youth students in the area of MTSS. (10 RTI teachers)	LEA Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $1,398,741

4.10 Provide comprehensive athletic program to complement academic programs at middle schools.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Ath/Act.) Supplemental $214,327
4.11 Provide teacher professional development, support, and planning time in the integration of art and CTE/STEM practices.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $72,680

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Engagement Goal 5: All parents will have access to resources, services, workshops and activities, stakeholder engagement trainings, and input in decision-making practices at district and schools, especially with English Learners, Low Income, Special Education, Gifted and Talented Education (GATE), and Foster Youth parents.	Related State and/or Local Priorities: 1 _ 2 X 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Parents need to be active participants in their children's education, in order for students to achieve high levels of success. LCAP survey indicated parents need college and career workshops/information to further prepare their children.

Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase parent participation or programs at school sites for all subgroup of students with emphasis on English Learners, Low Income and Foster Youth families.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 a. Accountability and Special Programs will provide support and services: Teacher on Special Assignment (TOSA) Student & Family Engagement/LCFF b. LCAP Software/Resources	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $114,582 (Sp. Prog) Supplemental $25,000
5.2 a.Provide Parent trainings, workshops, activities and interpretation services. (leadership, college and career engagement/motivation and school site council trainings) b. Mental health counselors, psychologists, nurses, and special education staff continue to provide parent training for increased parent engagement (ie disability awareness, social/emotional/behaviors training, student engagement strategies). c. Additional staff support for special education programs	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog.) Supplemental $49,297 (Sp.Ed.) Cost already included in 4.5 (Sp. Ed.) Supplemental $50,000

5.3 a. Foster Connections Program. Continue to hold monthly meetings for foster parents and caregivers who have foster children in schools within OUSD. Foster Connections serves to educate and to gain input from foster parents on programs and services within Orange Unified. Education, networking, support, engagement, and the acquisition of feedback from stakeholders are goals of the program. b. Oral interpretation needed at each meeting.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $500
5.4 The Student & Community Service staff and the OUSD Mental Health Staff communicate with parents to discuss and design assistance/interventions for Foster Youth, McKinney-Vento and At-Risk Youth.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) McKinney Vento and At-Risk Youth	(SCS) no cost involved
5.5 Student and Community Services plays a key role in assisting in curtailing absenteeism and reducing truancy. Therefore, the SCS Coordinators and Administrative Director will continue to meet with students, parents and school teams to put into place interventions for identified students, including homeless students, to increase their likelihood of graduating from high school. Professional Development for school staff will continue to provide training sessions for staff to implement strategies and interventions to enable students to increase attendance, excel academically and get involved in school activities, both co-curricular and extra-curricular. Parents participate through the SARB process, home visit, and SART. Parents engage in GRIP as needed.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) No cost involved

5.6 Pursue Model SARB accreditation through the California Department of Education	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) No cost involved

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase parent participation or programs at school sites for all subgroup of students with emphasis on English Learners, Low Income and Foster Youth families.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 a. Accountability and Engagement support and service: Teacher on Special Assignment (TOSA) Student & Family Engagement/LCFF b. LCAP Software/Resources	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $117,447 (Sp. Prog) Supplemental $25,000
5.2 a. Parent trainings, workshops, activities (leadership, college and career engagement/motivation and school site council trainings) b. Mental health counselors, psychologists, nurses, and special education staff continue to provide parent training for increased parent engagement (i.e., disability awareness, social/emotional behaviors training, student engagement strategies). c. Additional staff support for special education programs	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $49,297 (Sp. Ed) Cost already included in 4.5 (Sp. Ed) Supplemental $50,000

5.3 Foster Connections Program. Continue to hold monthly meetings for foster parents and caregivers who have foster children in schools within OUSD. Foster Connections serves to educate and to gain input from foster parents on programs and services within Orange Unified. Education, networking, support, engagement, and the acquisition of feedback from stakeholders are goals of the program. Interpreter needed at each meeting.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $500
5.4 The Student & Community Service staff and the OUSD Mental Health Staff communicate with parents to discuss and design assistance/interventions for Foster Youth, McKinney-Vento and At-Risk Youth.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) McKinney-Vento	(SCS) No cost involved
5.5 Student and Community Services plays a key role in assisting in curtailing absenteeism and reducing truancy. Therefore, the SCS Coordinators and Administrative Director will continue to meet with students, parents and school teams to put into place interventions for identified students, including homeless students, to increase their likelihood of graduating from high school. Professional Development for school staff will continue to provide training sessions for staff to implement strategies and interventions to enable students to increase attendance, excel academically and get involved in school activities, both co-curricular and extra-curricular. Parents participate through the SARB process, home visit, and SART. Parents engage in GRIP as needed.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) No cost involved
5.6 Pursue Model SARB accreditation through the California Department of Education	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	(SCS) No cost involved

			Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase parent participation or programs at school sites for all subgroup of students with emphasis on English Learners, Low Income and Foster Youth families.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 a. Accountability and Engagement support and service: Teacher on Special Assignment (TOSA) Student & Family Engagement/LCFF b. LCAP Software/Resources	LEA Wide	X All ------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $120,383 (Sp. Prog) Supplemental $25,000
5.2 a. Parent trainings, workshops, activities (leadership, college and career engagement/motivation and school site council trainings) b. Mental health counselors, psychologists, nurses, and special education staff continue to provide parent training for increased parent engagement (i.e., disability awareness, social/emotional behaviors training, student engagement strategies). c. Additional staff support for special education programs	LEA Wide	X All ------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $49,297 (Sp. Ed) Cost already included in 4.5 (Sp. Ed) Supplemental $50,000
5.3 Foster Connections Program. Continue to hold monthly meetings for foster parents and caregivers who have foster children in schools within OUSD. Foster Connections serves to educate and to gain input from foster parents on programs and services within Orange Unified. Education, networking, support, engagement, and the acquisition of feedback from stakeholders are goals of the program. Interpreter needed at each meeting.	LEA Wide	_ All ------ OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $500

5.4 The Student & Community Service staff and the OUSD Mental Health Staff communicate with parents to discuss and design assistance/interventions for Foster Youth, McKinney-Vento and At-Risk Youth.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) McKinney-Vento	(SCS) No cost involved
5.5 Student and Community Services plays a key role in assisting in curtailing absenteeism and reducing truancy. Therefore, the SCS Coordinators and Administrative Director will continue to meet with students, parents and school teams to put into place interventions for identified students, including homeless students, to increase their likelihood of graduating from high school. Professional Development for school staff will continue to provide training sessions for staff to implement strategies and interventions to enable students to increase attendance, excel academically and get involved in school activities, both co-curricular and extra-curricular. Parents participate through the SARB process, home visit, and SART. Parents engage in GRIP as needed.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) No cost involved
5.6 Pursue Model SARB accreditation through the California Department of Education	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) No cost involved

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	Engagement Goal 6: All students will have access to engaging college and career pathway programs, technology, digital literacy, and resources and support systems that will increase student motivation and achievement.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	In order to graduate college and career ready, our students need access to the above programs, resources and support system. These will also increase student motivation, which is an identified need. Based on the LCAP survey, stakeholders indicated their desire for increased motivating and engaging lessons/programs for students at all schools.

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase student participation in pathways to college and career programs and provide resources and support systems to engage students in learning. Increase student engagement through the use of digital resources to expand the interests of students' college and career options. Maintain 96% in student attendance and decrease chronic truancies and absenteeism. Increase graduation rate and reduce dropout rate (8-12th grades).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Increase technology services and monitoring progress • EADMS Data Management System • Aeries Intervention Management	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Tech) Base $105,000
6.2 a. Engage EL, low income, and foster youth students in their learning through the use of software and technology. b. Facilitate access to Chromebooks and scientific calculators for all Foster Youth and Homeless students.	LEA Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog.) Supplemental $23,000 (SCS) No cost involved this year. Cost may be incurred during 17/18.

6.3 Fund materials, services and program costs for college and career programs to support college and career readiness. a. Maintain the IB program and the fees for CHS IB program b. College Board fees to support district college and career initiatives and increase AP participation. c. Provide training for AP, IB and CTE teachers to attend professional development to increase student outcomes. d. College Board Suite of Tests to increase access to college readiness. (PSAT & SAT grades 9-12)	High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $13,000 (Secondary) Supplemental $14,000 (Secondary) Supplemental $25,000 (Secondary) Supplemental $147,000
6.4 a. Increase pupil engagement through expanding community day school and Richland HS. b. Plasco/Hero will support students who have attendance and behavior issues that impact their ability to be college ready. c. Provide CDS a section for attendance intervention to support learning and increase student connectedness.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $20,000 (Secondary) Supplemental $46,000 (Secondary) Supplemental $20,000
6.5 Provide 4 P21 specialists to the high schools to coordinate CTE pathway development and STEM opportunities for students.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $501,000
6.6 a. Allocate funds for to expand and increase access to AP classes and rigorous college and career STEAM courses. b. Add Project Lead The Way (PLTW) programs at K-8 to increase access to STEM and college & career readiness.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $350,000 (Secondary) Supplemental $40,000

6.7 a. Continue to fund: AP/IB Training and college and career trainings. b. Provide a section for the IB Case Coordinator to monitor student outcomes. c. Maintain ACT Fees to increase access and opportunity for college and career readiness. d. Pay extra Extra Earnings to teacher and counselors for providing learning opportunities beyond the school day for AP/IB, WASC, AMC and college planning.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $17,000 (Secondary) Supplemental $19,000 (Secondary) Supplemental $350 (Secondary) Supplemental $17,000
6.8 Maintain counselor on special assignment (COSA) for secondary schools (academic) who will work with schools to provide college and career readiness strategies and planning.	7-12 schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $110,000
6.9 Continue to communicate the importance of school attendance and the effects chronic absenteeism can have on student achievement through various modes of communication, including school meetings and events. Produce monthly information items to all Principals and Assistant Principals illustrating LCAP Goals such as overall attendance rates, overall truancy rates, suspension rates and chronic absenteeism. SART, SARB and the District Attorney Meetings also continue to serve as an intervention and deterrent against poor attendance. Review these processes in the monthly/quarterly Assistant Principals' Meetings with a focus on discipline and attendance.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) No cost involved

6.10 Monitor student attendance, truancies and absenteeism throughout the year by doing the following: *Generate the appropriate attendance reports *Communicate with school sites regarding students with attendance concerns *Made home visits when appropriate *Continue to offer quarterly school site attendance award winners for Most Improved for the current year, Most Improved from year-to-year, Highest Overall Attendance Rate for the current year and Highest Overall Attendance Rate from year-to-year. SCS continues to work with each school site to maintain attendance on track with the 2014-2015 baseline mark of over 96.23% overall (Up .07% from 2013-2014) and 96.52% for K-8 overall attendance The SCS Administrative Director and the Coordinators continue to hold regular meetings and training sessions with the Principals and Assistant Principals to maintain attendance as a primary focus. Continue to sponsor a mini-COMP STAT Meeting in November and the annual COMP STAT Meeting in February.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) No cost involved
6.11 Digital Portfolio pilot will be expanded, so that students can engage in a reflection of their learning utilizing 21st century skills. Portfolios also allow parents and administrators a window into student learning.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $78,500
6.12 District will partner with East LA Classic theater to provide 2 secondary schools the opportunity to reinforce language and literacy skills through STEAM. (Language in Play)	7-12 schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $60,000

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Increase student participation in pathways to college and career programs and provide resources and support systems to engage students in learning. Increase student engagement through the use of digital resources to expand the interests of students' college and career options. Maintain 96% in student attendance and decrease chronic truancies and absenteeism. Increase graduation rate and reduce dropout rate (8-12th grades).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Increase technology services and monitoring progress • EADMS Data Management System • Aeries Intervention Management	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Tech) Base $105,000
6.2 Software and technology to engage EL, low income, and foster youth students in their learning Facilitate access to Chromebooks and scientific calculators for all Foster Youth and Homeless students.	LEA Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $23,000
6.3 Fund materials, services and program costs for college and career programs to support college and career readiness. a.. Maintain the IB Fees for CHS IB program. b. College Board fees to support district college and career initiatives and increase AP participation. c. Provide training for AP, IB and CTE teachers to attend professional development to increase student outcomes. d. College Board Suite of Tests to increase access to college readiness. (PSAT & SAT grades 9-12)	High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $13,000 (Secondary) Supplemental $14,000 (Secondary) Supplemental $25,000 (Secondary) Supplemental $147,000

6.4 Increase pupil engagement through expanding community day school and Richland HS. a. Increase attendance and student engagement grades 7-12 with the Plasco/HERO attendance monitoring system. b. Plasco/Hero will support students who have attendance and behavior issues that impact their ability to be college ready. c. Provide CDS a section for attendance intervention to support learning and increase school connectedness.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $20,500 (Secondary) Supplemental $46,000 (Secondary) Supplemental $20,500
6.5 Continue to provide four P21 specialists to the high schools to coordinate CTE pathway development and STEM opportunities for students.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $513,525
6.6 a. Allocate funds for to expand and increase access to AP classes and rigorous college and career STEAM courses. b. Provide Project lead the Way (PLTW) programs at K-8 to increase access to STEM and college & career readiness.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $358,750 (Secondary) Supplemental $40,000
6.7 a. Continue to fund: AP/IB Training and college and career trainings. b. Provide a section for the IB Case Coordinator to monitor student outcomes and develop the IB program. c. Maintain ACT Fees to increase access and opportunity for college and career readiness. d. Pay extra Extra Earnings to teacher and counselors for providing learning opportunities beyond the school day for AP/IB, WASC, AMC and college planning.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $17,000 (Secondary) Supplemental $19,475 (Secondary) Supplemental $350.00 (Secondary) Supplemental $17,425

6.8 Maintain counselor on special assignment (COSA) for secondary schools (academic) who will work with schools to provide college and career readiness strategies and planning.	7-12 schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $112,750
6.9 Continue to communicate the importance of school attendance and the effects chronic absenteeism can have on student achievement through various modes of communication, including school meetings and events. Provide monthly information items to all principals and assistant principals illustrating LCAP goals such as overall attendance rates, overall truancy rates, suspension rates and chronic absenteeism. SART, SARB, and the District Attorney Meetings also continue to serve as an intervention and deterrent against poor attendance. Review these processes in the monthly/quarterly assistant principals' meetings with a focus on discipline and attendance.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) No cost involved
6.10 Monitors student attendance, truancies and absenteeism throughout the year by doing the following: *Generate the appropriate attendance reports *Communicate with school sites regarding students with attendance concerns *Made home visits when appropriate *Continue to offer quarterly school site attendance award winners for Most Improved for the current year, Most Improved from year-to-year, Highest Overall Attendance Rate for the current year and Highest Overall Attendance Rate from year-to-year. SCS continues to work with each school site to maintain attendance on track with the 2014-2015 baseline mark of over 96.23% overall (Up .07% from 2013-2014) and 96.52% for K-8 overall attendance	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) No cost involved

The SCS Administrative Director and the Coordinators continue to hold regular meetings and training sessions with the Principals and Assistant Principals to maintain attendance as a primary focus. Continue to sponsor a mini-COMP STAT Meeting in November and the annual COMP STAT Meeting in February. (What is the cost of this meeting?)			
6.11 Digital Portfolio pilot will be expanded, so that students can engage in a reflection of their learning utilizing 21st century skills. Portfolios also allow parents and administrators a window into student learning.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $78,500
6.12 District will partner with East LA Classic Theater to provide 2 secondary schools the opportunity to reinforce language and literacy skills through STEAM. (Language in Play)	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $60,000

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Increase student participation in pathways to college and career programs and provide resources and support systems to engage students in learning. Increase student engagement through the use of digital resources to expand the interests of students' college and career options. Maintain 96% in student attendance and decrease chronic truancies and absenteeism. Increase graduation rate and reduce dropout rate (8-12th grades).		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Increase technology services and monitoring progress • EADMS Data Management System • Aeries Intervention Management	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Tech) Base $105,000
6.2 Software and technology to engage EL, low income, and foster youth students in their learning through the use of software and technology. Access to Chromebooks and scientific calculators for all Foster Youth and Homeless students.	LEA Wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $23,000
6.3 Fund materials, services and program costs for college and career programs to support college and career readiness. a. Maintain IB Fees for CHS IB program. b. College Board fees to support district college and career initiative c. Provide training for AP, IB and CTE teachers to attend professional development. d. College Board Suite of Tests to increase access to college readiness. (PSAT & SAT grades 9-12).	High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $13,000 (Secondary) Supplemental $14,000 (Secondary) Supplemental $25,000 (Secondary) Supplemental $147,000

6.4 Increase pupil engagement through expanding community day school and Richland HS. a. Increase attendance and student engagement grades 7-12 with the Plasco/HERO attendance monitoring system. b. Plasco/Hero will support students who have attendance and behavior issues that impact their ability to be college ready. c. Provide CDS a section for attendance intervention to support learning and increase school connectedness.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $21,013 (Secondary) Supplemental $46,000 (Secondary) Supplemental $21,013
6.5 Continue to provide four P21 specialists to the high schools to coordinate CTE pathway development and STEM opportunities for students.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $501,000
6.6 a. Allocate funds for to expand and increase access to AP classes and rigorous college and career STEAM courses. b. Provide Project Lead the Way (PLTW) programs at K-8 to increase access to STEM and college & career readiness.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $367,719 (Secondary) Supplemental $40,000
6.7 a. Continue to fund: AP/IB Training and college and career trainings. b. Provide a section for the IB Case Coordinator to monitor student outcomes and increase IB program participation. c. Maintain ACT Fees to provide access to college and career opportunities.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $17,000 (Secondary) Supplemental $19,962 (Secondary) Supplemental $350 (Secondary) Supplemental $17,861

d. Pay extra Extra Earnings to teacher and counselors for providing learning opportunities beyond the school day for AP/IB, WASC, AMC and college planning. Provide training for teachers participating in code.org and college and career opportunities.			
6.8 Maintain counselor on special assignment (COSA) for secondary schools (academic) who will work with schools to provide college and career readiness strategies and planning.	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $115,569
6.9 Continue to communicate the importance of school attendance and the effects chronic absenteeism can have on student achievement through various modes of communication, including school meetings and events. Produce monthly information items to all Principals and Assistant Principals illustrating LCAP Goals such as overall attendance rates, overall truancy rates, suspension rates and chronic absenteeism. SART, SARB and the District Attorney Meetings also continue to serve as an intervention and deterrent against poor attendance. Review these processes in the monthly/quarterly Assistant Principals' Meetings with a focus on discipline and attendance.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) No cost involved
6.10 Monitors student attendance, truancies and absenteeism throughout the year by doing the following: • Generate the appropriate attendance reports • Communicate with school sites regarding students with attendance concerns • Made home visits when appropriate • Continue to offer quarterly school site attendance award winners for Most Improved for the current year, Most Improved from year-to-year, Highest Overall Attendance Rate for the current year and Highest Overall Attendance Rate from year-to-year.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) No cost involved

SCS continues to work with each school site to maintain attendance on track with the 2014-2015 baseline mark of over 96.23% overall (Up .07% from 2013-2014) and 96.52% for K-8 overall attendance The SCS Administrative Director and the Coordinators continue to hold regular meetings and training sessions with the Principals and Assistant Principals to maintain attendance as a primary focus. Continue to sponsor a mini-COMP STAT Meeting in November and the annual COMP STAT Meeting in February.			
6.11 Digital Portfolio pilot will be expanded, so that students can engage in a reflection of their learning utilizing 21st century skills. Portfolios also allow parents and administrators a window into student learning.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Curriculum) Supplemental $78,500
6.12 District will partner with East LA Classic theater to provide 2 middle schools the opportunity to reinforce language and literacy skills through STEAM (Language in Play).	7-12 Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Secondary) Supplemental $60,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	Engagement Goal 7: All students will have access to resources, services and programs that provide a safe and motivating learning experience that fosters school connectedness.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Students need to feel safe and connected to their school, as well as be motivated, in order to succeed in school. Based on the 2014-2015 California Healthy Kids Survey, between 2-3% of 4th and 5th grade students felt a low sense of connectedness to school.	
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase awareness / access to counseling and other mental health services to improve student outcomes and sense of well-being. Increase student's school connectedness through increased PBIS, school activities and events at all schools. Reduction of suspensions, truancies, dropout rates Increase graduation rates Increase student connectedness as measured by California Healthy Kids Survey and level of participation of students in athletics and activities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Supplement and support GATE (program and material cost)	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Gifted Youth	(Curriculum) Base $30,000
7.2 Fund Connections Mentor Program for Foster Youth and McKinney Vento students at school sites. • Teachers and staff are paid extra earnings to serve as mentors to foster youth at each secondary school, meeting weekly/monthly with students to cultivate positive relationships in order to increase attendance, grades, improved behavior and for	LEA Wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient	(SCS) Supplemental $70,519

improved connectivity and engagement with their school. Mentors paid extra earnings to be trained monthly by Foster Youth Coordinator.		X Other Subgroups: (Specify) McKinney Vento	
7.3 School climate survey will be given to students to obtain their input on engagement and school climate.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $4,500
7.4 Provide professional development on Positive Behavior Intervention Systems (PBIS).	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Ath/Act) Supplemental $22,131
7.5a Continue services provided by Coordinator - Foster Youth, Homeless, and At-Risk Youth; Coordinator to maintain Foster Connections, Connections Mentor Program, and initiate College Connections Program to ensure foster and homeless youth are connected to school and there is an increase in positive student outcomes. Coordinator continues to process Homeless applications and makes contact with all families to make sure school needs are met including transportation, nutrition services, school supplies, resources, tutoring, and connecting students with a mentor at school. b. Coordinator attends all school meetings for Foster Youth and Homeless students to provide additional support and collaboration for families and school teams. Clerical support for our Coordinator is needed to help manage the growing caseload of Foster Youth and McKinney Vento students.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $157,500 (SCS) Supplemental 40,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.6 The SCS Coordinators and the Administrative Director will continue to meet with students, parents and school teams to put into place interventions for identified students, including homeless students, to increase their likelihood of graduating from high school. California Youth Services (CYS) will be utilized to support this action. Professional Development for school staff will continue to provide training sessions for staff to implement strategies and interventions to enable students to increase attendance, reduce truancies and suspensions, excel academically and get involved in school activities, both co-curricular and extra-curricular	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $40,000
7.7 Continue to fund Administrative Director for athletics, activities and school connectedness to support expansion of student engagement from Preschool-12th grades.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Ath/Act) Supplemental $187,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase awareness / access to counseling and other mental health services to improve student outcomes and sense of well-being. Increase student's school connectedness through increased PBIS, school activities and events at all schools. Reduction of suspensions, truancies, dropout rates Increase graduation rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Continue to supplement and support GATE (program and material cost)	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Gifted Youth	(Curriculum) Base $30,000

7.2 Fund Connections Mentor Program for Foster Youth and McKinney Vento students at secondary school sites. Teachers and staff are paid extra earnings to serve as mentors to foster youth at each secondary school. Meeting with one-on-one weekly/monthly with students to cultivate positive relationships in order to increase attendance, grades, improved behavior and for improved connectivity and engagement with their school. Mentors are paid extra earnings to be trained monthly by Foster Youth Coordinator. Program will be continued and maintained with ongoing monthly training.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) McKinney Vento	(SCS) Supplemental $80,000
7.3 School climate survey will be given to students to obtain their input on engagement and school climate.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $4,500
7.4 Provide professional development on Positive Behavior Intervention Systems (PBIS).	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Ath/Act) Supplemental $22,131
7.5 Continue services provided by Coordinator - Foster Youth, Homeless, and At-Risk Youth. a. Coordinator to maintain Foster Connections, Connections Mentor Program, and College Connections Program to ensure foster and homeless youth are connected to school and there is an increase in positive student outcomes. Monthly training for mentors was conducted.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $161,438 (SCS) Supplemental $41,000

Coordinator continues to processes Homeless applications and makes contact with all families to make sure school needs are met including transportation, nutrition services, school supplies, resources, tutoring, and connecting students with a mentor at school. b. Coordinator continues to attend all school meetings for Foster Youth and Homeless students to provide additional support and collaboration for families and school teams. Clerical support for our Coordinator is needed to help manage the growing caseload of Foster Youth and McKinney Vento students.			
7.6 The SCS Coordinators and the Administrative Director will continue to meet with students, parents and school teams to put into place interventions for identified students, including homeless students, to increase their likelihood of graduating from high school. California Youth Services (CYS) will be utilized to support this action. Professional Development for school staff will continue to provide training sessions for staff to implement strategies and interventions to enable students to increase attendance, reduce truancies and suspensions, excel academically and get involved in school activities, both co-curricular and extra-curricular.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $ 40,000
7.7 Continue to provide Administrative Director for athletics, activities, and school connectedness to support expansion of student engagement from Preschool-12th grades.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Ath/Act) Supplemental $191,675

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Increase awareness / access to counseling and other mental health services to improve student outcomes and sense of well-being. Increase student's school connectedness through increased PBIS, school activities and events at all schools. Reduction of suspensions, truancies, dropout rates Increase graduation rates		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Supplement and support GATE. (program and material cost)	LEA Wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Gifted Youth	(Curriculum) Base $30,000
7.2 Fund Connections Mentor Program for Foster Youth and McKinney Vento students at school sites. *Teachers and staff are paid extra earnings to serve as mentors to foster youth at each secondary school. Meeting with one-on-one weekly/monthly with students to cultivate positive relationships in order to increase attendance, grades, improved behavior and for improved connectivity and engagement with their school. Mentors are paid extra earnings to be trained monthly by Foster Youth Coordinator.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) McKinney Vento	(SCS) Supplemental $84,000
7.3 School climate survey will be given to students to obtain their input on engagement and school climate.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Sp. Prog) Supplemental $4,500

7.4 Provide professional development on Positive Behavior Intervention Systems. (PBIS)	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Ath/Act) Supplemental $22,131
7.5 Continue services provided by Coordinator - Foster Youth, Homeless, and At-Risk Youth; a. Coordinator to maintain Foster Connections, Connections Mentor Program, and College Connections Program to ensure foster and homeless youth are connected to school and there is an increase in positive student outcomes. Coordinator continues to processes Homeless applications and makes contact with all families to make sure school needs are met including transportation, nutrition services, school supplies, resources, tutoring, and connecting students with a mentor at school. b. Coordinator continues to attend all school meetings for Foster Youth and Homeless students to provide additional support and collaboration for families and school teams. Clerical support for our Coordinator is needed to help manage the growing caseload of Foster Youth and McKinney Vento students.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $165,474 (SCS) Supplemental $42,225
7.6 The SCS Coordinators and the Administrative Director will continue to meet with students, parents and school teams to put into place interventions for identified students, including homeless students, to increase their likelihood of graduating from high school. California Youth Services (CYS) will be utilized to support this action.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(SCS) Supplemental $ 40,000

Professional Development for school staff will continue to provide training sessions for staff to implement strategies and interventions to enable students to increase attendance, reduce truancies and suspensions, excel academically and get involved in school activities, both co-curricular and extra-curricular.			
7.7 Continue to provide Administrative Director for athletics, activities and school connectedness to support expansion of student engagement from Preschool-12th grades.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Ath/Act) $196,467

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	All students will receive a 21st century education that includes access to highly qualified teachers, standardized aligned materials and facilities maintained in good repair.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth students	

Expected Annual Measurable Outcomes:	All teachers are highly qualified. All core textbooks will be aligned to State Standards. Facilities will remain in good repair.	Actual Annual Measurable Outcomes:	All teachers are highly qualified and obtained the appropriate licensure. All core textbooks are aligned to State Standards. All facilities are evaluated annually using Facilities Inspection Tool (FIT). (See Appendix A graphs 1-3)

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teacher Quality/Beginning Teacher Support and Assessment (BTSA) Mentorship, highly qualified teacher authorizations, including EL Authorizations	(Curriculum) Base $387,918	All teachers currently have attained HQT status as appropriate to state and federal guidelines. All qualified teachers received support and services to obtain clear credential status and/or appropriate authorizations through the California Teacher Induction Program (CTIP), formerly known as BTSA.	(Curriculum) Base $387,918
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Reduce class size 30 to 1	(HR) Base $1,943,700	Classes are staffed at a 30:1 ratio with continual monitoring by Human Resources.	(HR) Base $1,943,700
Scope of Service : LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service : LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase technology services and support to all schools • 2 site techs • extra earning for tech • Director of Information Technology • Web & Internet Communications Specialist • Network Access Control (NAC) - BYOD Infrastructure • 2 Instructional Specialists Technology • 1 Information Service Specialist	(Tech) Base $545,000	All of these positions were filled to support the increasing technology need of the district. The additional tech specialists support allows the district to increase 100% of the IT onsite serving hour on the elementary school campuses and 50% more at the middle schools. OUSD increased staffing in Technology Services to support the exponentially increasing number of devices in our district. As teachers and students adopt new technology, thousands of new devices are being purchased by OUSD. Technology services has utilized extra earnings to setup more than 2,500 mobile devices this year. A Director of Information Technology was hired to support the 37% increase in site and district technical support staff members. Reliance on internet and social based communication prompted OUSD to hire a Web & Internet Communications Specialist to ensure that communication to the community is timely and accurate. In addition, to support an ever increasing need for a Bring Your Own Device (BYOD) program and provide a	(Tech) Base $870,135

		safe computing environment, the district is implementing a Network Access Control solution to safely onboard personal devices onto the network without disrupting business critical services.	
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Technology Services and Core Network schools • Genius Bar • Web Communication- School Messenger • BYOD 1:1 Device Support and Roll Out • 1:1 Take-home network support/Extended Lib Hour • School wireless network and bandwidth upgrade	(Tech) Supplemental $ 202,500	Technology Services and Core Network schools • Genius Bar ($396.90) • BYOD 1:1 Device and Instructional Support (6 Carts- Program Support and Refreshment)($94,982.92) • 1:1 Take-home Student Support - iDevice ($12,000)	(Tech) Supplemental $107,380
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Textbooks aligned to Common Core State Standards	(Curriculum) Base $3,400,000	All newly adopted/purchased textbooks are aligned to the current State Standards.	(Curriculum) Base $2,600,000
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A large portion of the technology department funding was reallocated to continuously support the Educational Technology initiatives that were funded by the one-time common core funding. Due to the aging facilities of all of our schools, a continuous monitoring will take place and use of LCFF funds applied as needed. One of our first goals will be the data center to ensure the programs supported through technology are safe and operable for all users. The goal is to provide a secure and conducive 21st century learning environment for all of the students.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	All students are provided with supplemental resources, materials, and services and receive instruction from teachers who enhance their instructional practice through participating in various professional development training that focuses on such topics as 21st Century teaching and learning, Common Core State Standards and ELD Standards.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth)	

Expected Annual Measurable Outcomes:	100% of teachers will participate in professional development that increases instructional practice. 100% of elementary teachers and secondary ELD teachers will have received training on the California ELD Standards, ELA/ELD framework and strategies to increase success of English learners. 40% of secondary core content area teachers will receive training on ELD standards, ELA/ELD framework, and strategies to increase achievement of English learners. An increased percentage of students districtwide will be determined ready or conditionally ready for college.	Actual Annual Measurable Outcomes:	100% of teachers have participated in professional development that increases instructional practice. OUSD uses the trainer of trainer model to provide professional development for EL Coordinators, Instructional Specialists, RtI teachers and AL Mentors. They are trained is CELDT administration, ELA/ELA standards and frameworks, academic language support, GLAD, Thinking Maps, Mathematical Practices and are expected to take the information to their school sites and provide training to their staffs. Follow-up provided through district leadership personnel and principals to monitor implementation of these practices. Our data shows a small decline in the number of students district wide that are ready or conditionally ready for college in the area of math with a slight increase in the area of ELA. (Please refer to Appendix graphs 12a -12b)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Science Center provides support services.	(Curriculum) Base $20,000	Science Center has provided support services to enable teachers to provide hands on learning experiences and activities for students.	(Curriculum) Base $31,487
Scope of Service	LEA Wide	Scope of Service	LEA Wide
X All OR: _ Low Income pupils _ English Learners		X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase support and services to ensure academic success in Science, English Language Arts, math, Professional Learning communities, and Visual Performing Arts.	(Curriculum) Base $443,639	Curriculum support staff has provided training, classroom demonstrations, mentoring and other services to ensure academic success in Science, English Language Arts, Math, Professional Learning Communities, and Visual Performing Arts.	(Curriculum) Base $443,639
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase outside professional development services and resources to ensure academic success.	(Curriculum) Supplemental $78,000	Outside professional development services have been provided in the areas of English Language Arts/English Language Development, Science, Math, Visual and Performing Arts,Career Technical Education and Advancement Via Individual Determination to increase teacher effectiveness and academic success.	(Curriculum) Supplemental $140,155
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Technology professional development programs and resources for teachers and students • Online Teacher Technology PD Program • eResource • iTeach • Technology Institute • iLearn	(Tech) Supplemental $107,000.	Technology professional development programs and resources for teachers and students • eResource: OverDrive ($30,000) • iPilot Program ($10,000) • iTeach Support ($24,120.18) • Tech Festival ($20,000) • iLead ($25,000) • Tech Talk ($1,000) • iLearn ($2,000) • eBadge ($90,000)	(Tech) Supplemental $202,120

Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Professional development on English Language Development and support staff to increase English Learners attainment of English proficiency and mastery of all subjects (includes adding one EL Advisor Support section for Canyon High's EL Advisor) Thinking Maps training, support, and materials for high schools, in order to make content more comprehensible and allow English learners to acquire language while mastering content. (1 department at Canyon, Villa Park High School, and El Modena. Orange High School has already been trained. Support for all four high schools. Training 2 staff members at each school to be Trainer of Trainers. Principal and curriculum AP to attend Thinking Maps Leadership training.	(Sp. Prog) Supplemental $100,000 (Sp. Prog) Supplemental $17,000	An added EL advisor section was supported for Canyon High by centralized supplemental funds. Our EL Instructional Specialists went to support at each high school by presenting to whole staff or at department meetings about the Academic Language needs of English Learners in the secondary setting. We also provided training 6 times this year to the EL advisors for every site. The training centered on best practices to support Academic Language acquisition as well as how to support newcomers and LTELs. Thinking Maps trainings were rolled out at El Modena, Canyon and Villa Park High School. Each site designated 2 teachers to receive the Trainer of Trainers week long training in order to expand the capacity at each site.	(Sp. Prog) Supplemental $22,000 (Sp. Prog) Supplemental $13,880

Scope of Service	LEA Wide		Scope of Service	LEA Wide	
_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Professional development for principals, teachers and staff on Foster Youth. This would include training on Mentor strategies.	(SCS) Supplemental $38,000		All elementary and secondary level Assistant Principals, Principals, Office Managers, School Nurses, School Psychologists, School Counselors, and School Registrars have received training on Foster Youth definitions, legal and required mandates, and best practices for the education of foster youth. Site specific trainings have also been conducted. Connections Mentors program met monthly to support and educate teacher and counselor mentors who work one-on-one with foster youth at school sites.	(SCS) Supplemental $40,000	
Scope of Service	LEA Wide		Scope of Service	LEA Wide	
_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

Supplemental resources and services to support academic achievement of EL, Low income, and foster youth Additional services provided by Coordinators in Accountability & Special Programs to increase academic achievement for especially English Learners, Low Income and Foster Youth students.	(Sp. Prog) Supplemental $100,000 (Sp. Prog) Supplemental $19,729	Hired teacher on special assignment dedicated to overseeing Supplemental Education Services, Rosetta Stone, and other after school enrichment and interventions for our EL and all At-risk subgroups. Increased Coordinators in Special Programs from 11 months to 12 months	(Sp. Prog) Supplemental $89,084 (Sp. Prog) Supplemental $28,893
Scope of Service LEA Wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)\		Scope of Service LEA Wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Additional staff to support increased student achievement (Curriculum, Student and Community Services, Special Education) *Indirect Additional staff to support base technology, curriculum/instruction, secondary education, Student and Community Services, and Special Education programs Additional staff support to Business Services and Human Resources	(variety) Supplemental $462,885 Base $476,669 Base $2,434,684 Base $673,850	Instructional assistants support inclusive learning and student needs. Mental health counselors, psychologists support needs of all students to access curriculum. Variety of support positions restored in departments.	(Variety) Supplemental $ 462,885 Base $ 476,669 Base $ 2,434,684 Supplemental $ 673,850
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Multi-Tiered System of Support Universal Screening and Progress Monitoring in DIBELS Next, implementation of state standards and best practices through Teacher Innovator Program.	(Curriculum) Supplemental $69,280	All elementary students participated in universal screening and progress monitoring using the Dibels Next software at least three times during the year. Teachers continued to receive training and support for delivery of state standards through research-based best practices as part of the Teacher Innovator Program.	(Curriculum) Supplemental $61,780
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A large portion of the technology department funding was reallocated to LCFF Supplemental to continuously support the Educational Technology initiatives. For the subsequent years we will continually increase and respond to the focus on 21st century teaching and learning with a professional development focus and support for use of technology in the classroom to increase student engagement. For next year we will include our Resource Teachers in training along with our EL advisors in order to further support the needs of our English Learners. In secondary schools we want to explore training in Path to Proficiency which is the next level up from the Thinking Maps training. Content area teachers voiced a need to have more complex Thinking Maps to use with their content areas and found that Path to Proficiency offered the complexity needed. In the area of math, the district will address students' needs through continuous professional development for teachers and administrators to close the gaps for all our students as well as our significant subgroups. In our Special Education department, we are providing support to Special Education teachers through the use of Instructional Specialists and their expertise on the specialized needs of our Special Needs students, with an emphasis on building our Inclusive Schooling initiative.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 3 from prior year LCAP:	All students will have access to 21st Century courses and programs that enhance college and career opportunities, such as Advancement via Individual Determination (AVID), Online Courses (including Accelerated Math Pathway), Expository Reading Writing Course (ERWC), Advanced Placement (AP), College Board approved A-G courses, Career Technical Education (CTE) resources, and Science, Technology, Engineering, Arts and Mathematics (STEM) courses.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth	

Expected Annual Measurable Outcomes:	Increased course offerings, CTE courses (participation), and student enrollment in AP, A-G, AVID, ERWC, Online Courses (increase in course numbers and student participants), increase of Special Education students in General Education courses, an increase in the number of English learners and Reclassified students enrolled in AP, A-G, AVID, and ERWC courses. Increased access to technology in the classroom A decrease in the number of Long Term English Learners (LTELS) in elementary school and LTELS in secondary school, so they will have more access to college and career opportunities when in secondary schools.	Actual Annual Measurable Outcomes:	Course offerings and student enrollment in the aforementioned programs increased. Through a partnership with Equal Opportunity Schools, each secondary has been addressing and working towards increasing access to AP, A-G, AVID, ERWC courses by all significant subgroups. AMAOS have been continually over the past three years. We have shown a decrease in our Long Term English Learner population. Please refer to graphs 9d-9e in Appendix A.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
High School Office support	(Secondary) Base $194,779	Four clerical positions were restored at each comprehensive high school to provide additional support the high school assistant principals. These positions provided additional assistance to enhance the college and career opportunities offered at each high school that are monitored through the Assistant Principals of Curriculum and Guidance. These opportunities included coordinating the ordering of college readiness assessments, tracking Equal Opportunity School data, scheduling and reporting credit recovery and facilitating the registration	(Secondary) Base $200,428

		process and the summer school program.	
Scope of Service High schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** High Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
College and career courses, Intervention programs and specialized program resources and services (online academic intervention, AVID) Equal Opportunity Schools (AP) Intervention sections at each High School APEX Course Offerings Edmentum/PLATO Courses	(Secondary) Supplemental $160,000 (Secondary) Supplemental $80,000 (Secondary) Supplemental $30,000 (Secondary) Supplemental $73,000 (Secondary) Supplemental $150,000 (Secondary) Supplemental $125,000	3 HS's and 1 MS was assigned 1 section of intervention. The HS continued their partnership with EOS The APEX contract was renewed to increase online offerings. The Edmentum contract continued to increase online offerings for credit recovery.	(Secondary) Supplemental $80,000 (Secondary) Supplemental $79,000 (Secondary) Supplemental $30,150 (Secondary) Supplemental $118,770 (Secondary) Supplemental $150,000
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** Secondary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Students have access to college and career online program and counselors (Naviance)	(Secondary) Supplemental $100,000	The contact for Naviance was renewed to enhance college and career readiness and learn more about the interest and planning for HS students.	(Secondary) Supplemental $88,117

Scope of Service: Secondary Schools		Scope of Service: Secondary Schools	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
SAT/AP and ACT Waivers AP/IB Waivers SAT Prep	(Secondary) Supplemental $101,850 (Secondary) Supplemental $40,000 (Secondary) Supplemental $400,000	a. 2200 10th grade students were given the PSAT b. 420 Students participated in Kaplan SAT prep c. Student waivers will be determined in spring 2016 d. College board fee	(Secondary) Supplemental $ 29,988 (Secondary) Supplemental $ 93,760 (Secondary) Supplemental TBD (Secondary) Supplemental $ 325
Scope of Service: High Schools		Scope of Service: High Schools	
_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase sections of ERWC with reduced class size (6 sections focused on EL, low income, redesignated, and foster youth students) One EL support section (Orange High School)	(Sp. Prog) Supplemental $102,000 (Sp. Prog) Supplemental $17,000	One EL support section was provided to Orange High School to support the large EL population. 6 sections of ERWC was supported through centralized funding.	(Sp. Prog) Supplemental $ 20,418 (Sp. Prog) Supplemental $ 120,000

Scope of Service	Secondary Schools		Scope of Service	Secondary Schools	
_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Differentiated professional development training for advanced learners, GATE certification training, AVID, Vital Link, Robotics, CTE support materials.	(Secondary) Supplemental $457,664		Differentiated professional development was provided to teachers for advanced learners, AVID, Vital Link, and Robotics. STEM and CTE support materials were purchased for elementary and secondary schools.	(Secondary) Supplemental $506,687	
Scope of Service	LEA Wide		Scope of Service	LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Language in Play for English Language Development and College/Career Readiness	(Secondary) Supplemental $30,000		Program was implemented at YMS and supported the language acquisition of many students through the drama program.	(Secondary) Supplemental $30,000	

Scope of Service	Middle school		Scope of Service	Middle school	
_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We need to review course offerings in the English Departments to ensure our English Learners and At-risk students have options. We are also exploring the expansion of the Language In Play program at Yorba Middle School to include either Portola or Orange High School to support English Learners.				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 4 from prior year LCAP:	All students will demonstrate increased competency in real-world, relevant subject area content: 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 determined by baseline data on State Assessments (SBAC, CAHSEE, CELDT) and District local measures.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth	

Expected Annual Measurable Outcomes:	Increased percentage of students leaving elementary schools with early literacy skills/fluency at benchmark as measured by DIBELS Next (Vport), SMI, SRI Additional Extended Day programs and effective interventions will be implemented and progress monitored to improve learning for all students, especially English learners, Low Income, and Foster Youth. OUSD will improve programs and services to increase graduation rates, reduce or maintain dropout rates for middle and high school. Student achievement will be measured by State Assessments (SBAC, CAHSEE, CELDT) and District local measures. Baseline data will be established.	Actual Annual Measurable Outcomes:	Additional services and interventions provided improved learning for all students. School sites offered extended learning time opportunities for students based on student need. Student achievement was measured by state assessments and district local measures. As of mid April we have a total of 74% of students in 5th/6th grade at benchmark or above according to DIBELS Next data which measures oral reading fluency. Our same 5th/6th grade students also show that we have 50% at benchmark in Scholastic Reading Inventory which indicates skill in comprehension. For our math progress we are at 31% as measured on our Scholastic Math Inventory. Baseline data on state assessments was established and we show that at all sites, the need to improve in the area of math was apparent. 19 of the 38 sites scored 50% or higher Standard Met or Exceeded in English Language Arts and only 12 of the 38 scored 50% or higher Standard Met or Exceeded in Math. Please refer to graphs 7a-7g in Appendix A for further detail about each school site. In 5th grade Science CST OUSD was at or above the county percentage of proficient and advanced. In 8th grade Science CST, OUSD had almost 60% in the Advanced level for Science. In 10th grade Science CST OUSD had almost 60% of the students scoring Proficient or Advanced. Our CELDT data shows that for AMAO 1 and AMAO 2 we have exceeded all the targets in additions to lowering our overall number of LTELS and raising the number of reclassifications for the prior year.

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Student access to intervention and academic support services (credit recovery, summer school, CAHSEE support)	(Secondary) Supplemental $80,000 (Secondary) Supplemental $651,000 (Secondary) Supplemental $200,000	The 4 HS's received 9 sections to provide CAHSEE intervention Summer school was held in summer of 2015 for all students needing CR or acceleration opportunities. Credit recovery offered throughout the year at all secondary sites.	(Secondary) Supplemental $160,000 (Secondary) Supplemental $541,000 (Secondary) Supplemental $200,000
Scope of Service: Secondary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Secondary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Elementary Collaborative Academic Support team (CAST) meetings to monitor student progress and plan necessary student interventions.	(Elementary) Supplemental $52,500	All Elementary Schools have held CAST meetings to monitor student progress and plan interventions. Funds have been used for Subs to release teachers to attend CAST meetings, as well as Subs for TK and Kindergarten teachers to attend training on developmental and emotional interventions for their young students.	(Elementary) Supplemental $76,900
Scope of Service: Elementary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service: Elementary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide ELD services to improve student achievement for EL (program and service cost), including Language Assessment Center	(Sp. Prog) Supplemental $1,259,312	Provided ELD services in the form of two Coordinators-Learning Support Services (50%) and EL Support Services (100%), and 1 Administrative Director (75%), and 1 TOSA (25%), testing clerks, and secretary. This personnel provided ongoing support to school sites to increase achievement of English learners and ensure that ELs were appropriately placed in classes and receiving equal access to core curriculum. Teachers of ELD were trained in the ELD standards, ELA/ELD framework, and strategies to increase English learner success. Training also began for content area teachers at the secondary level to incorporate strategies to increase the achievement of English learners. AL Mentors provided support and training at each high school (including Richland) and 2 Middle Schools (Portola and Yorba). They used their 2 AL Mentor sections for coaching and resource support for staff and administration to increase English learners' language acquisition and achievement in core content areas. Specifically they focused on developing academic language for English learners through district initiatives. They planned, team taught, and reflected with teachers regularly. They also met with the principal one time per month to plan how to increase the academic language of English learners.	(Sp. Prog) Supplemental $ 1,259,312

Scope of Service	LEA Wide		Scope of Service	LEA Wide	
_ All			_ All		
OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Indirect costs for supporting Language Assessment Center, Special Programs, and School Sites.	(Sp. Prog) Supplemental $176,997		Indirect costs were calculated based on the total aforementioned ELD services	(Sp. Prog) Supplemental $176,997	
Scope of Service	LEA Wide		Scope of Service	LEA Wide	
_ All			_ All		
OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
School site allocation to improve student learning for English Learners, Low Income and Foster Youth pupils and indirect costs.	(Schools) Supplemental $3,563,497		Sites allocated their LCFF funds to support EL, Low Income and Foster Youth through the purchase of Community Aides salaries, Resource teachers, conference fees, extra earnings for tutoring, subs for professional development, technology devices, supplemental instructional materials and software.	(Schools) Supplemental $3,563,497	

Scope of Service	LEA Wide		Scope of Service	LEA Wide	
_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Expand preschool and TK programs to help students become better prepared for school Continue staffing support at preschool (Sr. Secretary for Pre-School) Coordinator, Learning Supports Preschool	(Elementary) Base $201,000 (Elementary) Base $50,000 (Elementary) Supplemental $62,100		5 new State Preschool classes were started this year. The funds came from CSPP expansion grant, so no base funds were utilized. Sr. Secretary for Preschool continued. 60% of Preschool Coordinator was funded.	(Elementary) Base $201,000 (Elementary) Base $25,000 (Elementary) Supplemental $62,100	
Scope of Service	Elementary		Scope of Service	Elementary Schools	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Intervention support for schools, focusing on the needs of EL, low income, and foster youth students (10 RTI teachers)	(Sp. Prog) Supplemental $900,000		Hired RTI teachers to support classroom teachers of low income, foster youth, and EL learners in our non-Title I schools.	(Sp.Prog) Supplemental $ 1,124,676	

Scope of Service	LEA Wide		Scope of Service	LEA Wide	
_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Academic Success and Intervention sections	(Secondary) Supplemental $152,706		Secondary schools were assigned 4 academic support classes to assist students who were not meeting the standard and in danger of failure.		(Secondary) Supplemental $80,000
Scope of Service	Secondary Schools		Scope of Service	Secondary Schools	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Provide elementary training, planning and the implementation of the ELA and Math State Academic Standards, Literacy in the Social Studies and Science content area, teacher professional development in writing, intervention professional development, planning and preparation in the design and roll out of NGSS. Universal screening of mathematics (SMI) and ELA (DIBELS), High school supplementation support of SHMOOP.	(Curriculum) Supplemental $772,619		Provided elementary training and planning time to fully implement the ELA and Math State Academic Standards, including intervention. Professional development was provided to all elementary teachers in writing. Plan and preparation for a roll out of the Next Generation Science Standards (NGSS) occurred. Training for teachers has begun on the NGSS. All mathematics courses at the elementary and secondary levels included screening and progressing monitoring through the Scholastic Math Inventory (SMI). All elementary students' reading levels were screened and monitored using Dibels. High school students		(Curriculum) Supplemental $772,619

		received supplemental support through Shmoop.	
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Student access to intervention and academic support services (Credit recovery, summer school CAHSEE support).	(Secondary) Supplemental $985,000	Summer school program was offered to all students needing credit recovery as well as acceleration opportunities. Credit recovery is offered all year long at each secondary school to serve the needs of students not meeting the standards. Additional sections were provided to the HS's for intervention and support to meet with CAHSEE standards.	(Secondary) Supplemental $985,000
Scope of Service Secondary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Secondary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	CAST- Increase of funds was needed to cover increase number of CAST subs, as well as increase pay for subs for all schools. Preschool-TK- Change from expand preschool classes from base to supplemental funds for training and materials. The expansion of classrooms has been able to happen with CSPP expansion funds. Continue to support school sites to prioritize focus of site LCFF funds in the Single Plan for Student Achievement that increase and improve services for English Learner, Low Income and Foster Youth students.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	:All parents will have access to resources, services, workshops and activities, stakeholder engagement trainings, and input in decision-making practices at district and schools, especially with English Learners, Low Income, Special Education, Gifted and Talented Education (GATE), and Foster Youth parents.	Related State and/or Local Priorities: 1 _ 2 X 3 X 4 _ 5 X 6 X 7 _ 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth.	

Expected Annual Measurable Outcomes:	Increase parent participation or programs at school sites for all subgroup of students with emphasis on English Learners, Low Income and Foster Youth families.	Actual Annual Measurable Outcomes:	Continued to expand our parent involvement program through the use of DP, School Smarts, Parent2Parent offerings at the school sites. In addition, Educational Measurement and Assessment office visited schools to provide SBAC information sessions for parents. Curriculum and Special Programs collaborated to coordinate three sessions to provide parents with information on Mindset, Thinking Maps, and Mathematical practices. Community aide and DELAC meetings provide ideas to take back to sites, to further support family engagement.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Accountability and Engagement support and services: Teacher on Special Assignment (TOSA) Student & Family Engagement/LCFF LCAP Software/Resources	(Sp. Prog) Supplemental $140,000 (Sp. Prog) Supplemental $39,408	Hired a TOSA for Student and Family Engagement to support DELAC, Community Aides, ASES, and parent education. Special Programs uses Document Tracking to update LCAP and attends LCAP information sessions and conferences	(Sp. Prog) Supplemental $ 109,351 (Sp. Prog) Supplemental $ 9,000

Scope of Service	LEA Wide		Scope of Service	LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Parent trainings, workshops, activities (leadership, college and career engagement/motivation and school site council trainings)	(Sp. Prog) Supplemental $30,000		To increase parent engagement, a districtwide workshop was offered to all departments and school sites Parent workshops offered 3 times in English and Spanish on Thinking Maps, Mindset, and Math Strategies for the Home College Night for secondary students On-going parent education trainings at monthly DELAC meetings based on EL parent input from DELAC surveys On-going parent meetings with community advisory council (CAC) to support student engagement and school connectedness.	(Sp. Prog) Supplemental $21,000	
Scope of Service	LEA Wide		Scope of Service	LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

Provide teacher professional development in the implementation of the state standards and practice to implement CTE/STEM and Integrated Arts Planning and Professional Development.	(Curriculum) Supplemental $92,680	CTE/STEM and Integrated Arts programs were implemented and teachers of these programs were provided professional development and support.	(Curriculum) Supplemental $86,517

Scope of Service	LEA Wide		Scope of Service	LEA Wide	
X All			X All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		

Foster Connections Program	(SCS) no cost	Monthly meetings were held for foster parents and caregivers who have foster children in schools within OUSD. Foster Connections serves to educate and to gain input from foster parents on programs and services within Orange Unified. Education, networking, support, and the acquisition of feedback from stakeholders are goals of the program.	(SCS) no cost

Scope of Service	LEA Wide		Scope of Service	LEA WIde	
_ All			_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
X Foster Youth			X Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Since hiring TOSAs who are focused upon increasing parent engagement in the schools, we would like to provide a series of parent education topics focused on English Learners, Low Income and all other significant subgroups. Provide professional development to administrators on strategies and methods to increase parent and family involvement when working with their diverse populations. We also will encourage principals to take back suggestions collected from stakeholder groups via the LCAP survey to enhance their programs at their individual sites. We are also exploring how to access more community resources and make them more accessible for each school community especially targeting the English Learner, Foster Youth, and Hispanic populations of our . Our District Advisory Committee also requested a refresher course on the academic content and performance standards and a support for parents on digital citizenship and technology access at home. Foster Youth Connections parent meetings have been well received and next year we anticipate the need to hire an oral interpreter to be present at the meetings. From our analysis of stakeholder input we also need to provide more opportunities for families to learn how to get college and career ready via career fairs, college nights. Currently we do provide these, but we need to publicize to all feeder schools to be sure elementary have access to these events.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	All students will have access to engaging college and career pathway programs, technology, digital literacy, and resources and support systems that will increase student motivation and achievement.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All schools
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

Expected Annual Measurable Outcomes:	Increase student participation in pathways to college and career programs and provide resources and support systems to engage students in learning. Increase student engagement through the use of digital resources to expand the interests of students' college and career options. Maintain 96% in student attendance and decrease chronic truancies and absenteeism. Increase graduation rate and reduce dropout rate (8-12th grades).	Actual Annual Measurable Outcomes:	OUSD overall attendance rate was 96.23% for 2014-2015 (+.07% compared to 2013-2014). The K-8 overall attendance was at 96.52%. Student engagement has increased this year district wide through piloting of different software, Bring Your Own Device, One-to-One learning, and a marked increase in accessibility to mobile devices K-12. We actually added about 6,000 devices for the year to our programs district wide. For dropout rates. we show a decrease in our English Learner, Low Income, Hispanic and Students with Disability populations but increases in our White and African American populations. Please refer to graph 20 in Appendix A for further information. For graduation rates by subgroup, we had increases in all our subgroups from last year. Please refer to graph 21 in Appendix A for further detail.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase technology services and monitoring progress • EADMS Data Management System • Aeries Intervention Management	(Tech) Base $105,000	AERIES and EADMS were used to monitor our students. It allowed us to build a dashboard so that administrators and teachers have dashboards to monitor student progress in academics, testing and attendance.	(Tech) Base $104,298
Scope of Service	LEA Wide	Scope of Service	LEA WIde
X All OR:		X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Software and technology to engage EL, low income, and foster youth students in their learning.	(Sp. Prog) Supplemental $25,000	Foster Youth have access to Chromebooks for use at school. Rosetta Stone licenses provided at the district and site level for all EL newcomers Peripherals, i.e., headsets, microphones,provided to support software and apps.	(Sp. Prog) Supplemental $15,000
Scope of Service ┆ LEA Wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆ LEA Wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Materials, services and program cost for college and career programs (PSAT, IB Program)	(Secondary) Supplemental $71,400	10th grade students were given the PSAT 10 on 10-15-15. Canyon High School IB fees were paid Canyon High School CAS/IB coordinator period was assigned to monitor and improve program participation. Student IB test fees to be determined in spring 2016	(Secondary) Supplemental $29,988 (Secondary) Supplemental $11,090 (Secondary) Supplemental $17,000 (Secondary) Supplemental TBD

Scope of Service High Schools X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** High Schools X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase pupil engagement through expanding community day school capacity and Plasco attendance monitoring system.	(Secondary) Supplemental $124,933 (Secondary) Supplemental $50,000	Community day school was assigned a section to increase support to students who are not meeting behavior and academic standards (Barrientos). HERO (PLASCO) was implemented across all secondary sites and one K-8 school to improve the academic, behavior and attendance goals of students.	(Secondary) Supplemental $17,000 (Secondary) Supplemental $46,779
Scope of Service Secondary Schools X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** Secondary Schools X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Counselor on Special Assignment (COSA) for secondary school (academic)	(Secondary) Supplemental $100,000	Counselor on Special Assignment was hired to assist with college and career planning and the implementation of Naviance. Assisted in the career readiness surveys and indicators for students grades 6-12.	(Secondary) Supplemental $93,600

Scope of Service Secondary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify		**Scope of Service** Secondary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
CTE Stem Summer Academy	(Secondary) Supplemental $150,000	The CTE STEM summer academy will begin in the late spring and continue through August. Will be hosted at 4 sites to support an interdisciplinary STEM program.	(Secondary) Supplemental TBD
Scope of Service Secondary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** Secondary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
PSAT FEES	(Secondary) Supplemental $28,000	All 10th grade students were given the PSAT 10 (2200) to measure AP potential and increase college readiness.	(Secondary) Supplemental $29,988
Scope of Service Secondary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** Secondary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

AP SECTIONS	(Secondary) Supplemental $136,000	11 AP sections were assigned to each HS to enhance the current AP program and increase access and opportunity.	(Secondary) Supplemental $180,000
Scope of Service Secondary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Secondary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
AP/IB Training AP/IB Fees ACT Fees IB Case Coordinator Extra Earnings for AP, IB, WASC, Accelerated Math Course (AMC) Code.org	(Secondary) Supplemental $15,000 (Secondary) Supplemental $15,000 (Secondary) Supplemental $1,000 (Secondary) Supplemental $25,000 (Secondary) Supplemental $17,000 (Secondary) Supplemental $5,000	AP teachers attended professional development trainings and conferences to improve practice and increase access and equity in the classroom. Principal at CHS and teacher attend IB conference to learn about program implementation. Teachers were assigned extra earning for supporting the AP, IB, AMC math and CTE events to improve college and career readiness. WASC section was assigned at ELMO/CHS to support the self-study process to monitor the impact of the cycle for effective instruction. Code.org Extra earnings have been assigned as needed.	(Secondary) Supplemental $19,543 (Secondary) Supplemental $1151 (Secondary) Supplemental $15,000 (Secondary) Supplemental $36,000 (Secondary) Supplemental $4,950
Scope of Service Secondary Schools X All OR: _ Low Income pupils		Scope of Service Secondary Schools X All OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
The Office of Student Community Services diligently monitors student attendance, truancies and absenteeism throughout the year. The Administrative Director, Coordinators and the Senior Staff Clerk regularly ran the appropriate attendance reports, communicated with school sites regarding students with attendance concerns and made home visits when prudent. Orange Unified School District continues to communicate the importance of school attendance and the effects chronic absenteeism can have on student achievement through various modes of communication, including school meetings and events. The Office of Student and Community Services produces monthly information items to all Principals and Assistant Principals illustrating LCAP Goals such as overall attendance rates, overall truancy rates, suspension rates and chronic absenteeism. SART, SARB and the District Attorney Meetings also continue to serve as an intervention and deterrent against poor attendance. The Office of Student and Community Services review these vital processes in the monthly Assistant Principals' Meetings as well as the quarterly SCS sponsored Assistant Principals' Meetings with a focus on discipline and attendance.	(SCS) no cost	SCS has worked with each school site to maintain attendance on track with last year's mark of over 96.23% overall (Up .07% from 2013-2014) and 96.52% for K-8 overall attendance, one of the highest attendance rates for both categories in the entire county and state. The OUSD truancy rate as of mid-January, 2016 was at 2.17%, again, one of the lowest rates in the county and state. The SCS Administrative Director and the Coordinators have held regular meetings and training sessions with the Principals and Assistant Principals to maintain attendance as a primary focus. In an effort to stay abreast current attendance rates and strategies to improve attendance rates, SCS sponsored a mini-COMP STAT Meeting in November, 2015 and the annual COMP STAT Meeting in February, 2016. The OUSD truancy rate as of mid-January, 2016 was at 2.17% which is one of the lowest rates in the county and state. The OUSD district-wide suspension rate is at 1.55% thus far this school year as of Feb. 8, 2016, one of the lowest rates in the county and state.	(SCS) no cost

Scope of Service	LEA Wide		Scope of Service	LEA Wide	
X All			X All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	SCS will continue to raise awareness of the LCAP goals for attendance. SCS will also continue to train the AP's and Principals on data-driven decision making including truancy interventions, chronic absentee interventions and other attendance interventions to increase in-seat attendance. The two COMP STAT meetings per year offer the administration a valuable chance to dialogue regarding successful school site interventions that are creating high attendance rates, low truancy rates and low suspension rates. The dedicated service of our Coordinators and POSA vis-a-vis their caseloads will continue to be a major focus of this office. Special Programs will examine how to expand programs for English learners over the summer at the elementary level based on overall CELDT and reclassification data. Secondary is adding Project Lead the Way to our K-8 school to increase access to STEM and college and career readiness.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	All students will have access to resources, services and programs that provide a safe and motivating learning experience that fosters school connectedness.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All significant subgroups, English Learners, Low Income and Foster Youth

Expected Annual Measurable Outcomes:	Increase awareness / access to counseling and other mental health services to improve student outcomes and sense of well-being. Increase student's school connectedness through increased PBIS, school activities and events at all schools. Reduction of suspensions, truancies, dropout rates Increase graduation rates	Actual Annual Measurable Outcomes:	COSA was assigned to support counselors with college and career planning at the secondary sights. Based on LCAP survey responses to increase connectedness, an administrative director was hired to oversee the systems and processes that related to student engagement. The overall truancy rate for the last official state calculated year of 2013-2014 was 13.47%. OUSD estimates the truancy rate in 2014-2015 was at 14.9%. Thus far in the 2015-2016 school year, the truancy rate was at 2.17%. For our numbers of PBIS Schools please refer to Appendix A graphs 24a-c.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
GATE (program and material cost)	(Curriculum) Base $31,500	All 3rd grade students had access to universal screening for GATE. Other grade level students were tested as needed through parent and teacher referral.	(Curriculum) Base $30,000
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Mentor Program for Foster Youth at school sites--expand	(SCS) Supplemental $10,492	The Connections Mentor Program began this school year. Teachers and staff are paid extra earnings to serve as mentors to foster youth at each secondary school. Mentors meet one-on-one with foster youth monthly to cultivate positive relationships in order to increase engagement with the school. With individualized support, services and opportunities at school will be more easily accessible to these students. The desired outcomes are increased attendance, improved behavior, and higher academic achievement. The goal is to improve the outcomes for this high risk student populations. In elementary school levels, Mental Health Counselors met with foster youth to provide one-on-one support at school. These counselors are shared with funding from Special Education. The goal is to facilitate a positive school environment, ensuring students feel connected to school and are provided an opportunity to have a person designated on campus to help support their social/emotional needs.	(SCS) Supplemental $39,000
Scope of Service LEA Wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

California Healthy Kids Survey (CHKS) will be given to students to obtain their input on engagement and school climate	(Sp. Prog) Supplemental $4,000	We did not administer the California Healthy Kids Survey (CHKS) this school year. We did have students from 6th grade-12th grade take the LCAP Survey online to get their input into programs and services offered by OUSD. We will be altering the survey to gather relevant input from students regarding school climate and programs offered.	(Sp. Prog) 0
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Professional development on Positive Behavior Intervention Systems (PBIS)	(Secondary) Supplemental $10,500	The district contracted with OCDE to provide PBIS training to improve school climate and connectedness. Teachers were paid extra earnings to attend the trainings both on and off campus.	(Ath/Act) Supplemental $10,500 (Ath/Act) Supplemental $20,138
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Continue to serves provided by Coordinator - Foster Youth, Homeless, and At-Risk Youth	(SCS) Supplemental $150,000	Coordinator created Foster Connections and Connections Mentor Program to ensure foster and homeless youth are connected to school. Monthly training for mentors was conducted. Coordinator processed Homeless applications and makes contact with all families to make sure school needs are met including transportation, nutrition services, school supplies, resources, tutoring, and connecting students with a mentor at school. Coordinator ensured that all aspects of Foster Youth, Homeless, and At-Risk student services are established and necessary services are provided. Parent and staff education is conducted on an ongoing basis. Coordinator attended all school meetings for Foster Youth and Homeless students to provide additional support and collaboration for families and school teams.	(SCS) Supplemental $160,465
Scope of Service: LEA Wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA WIde _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Staff to support student engagement Increase pupil engagement via mental health and social skill development support with Mental health counselors, psychologists, and nurses.	(Sp.Ed) Supplemental $923,849	Elementary level Mental Health Counselors are utilized to provide ongoing support to Special Education, Homeless, and Foster Youth students. Mental Health counselors, psychologists, and nurses provide support for school connectedness and student engagement Provided an Administrative Director to oversee Athletics, Activities and School Connectedness.	(Sp.Ed) Supplemental $ 700,000 (Ath/Act) Supplemental $ 186,706
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
The Office of Student Community Services diligently monitors student attendance, truancies and absenteeism throughout the year. The Administrative Director, Coordinators and the Senior Staff Clerk regularly ran the appropriate attendance reports, communicated with school sites regarding students with attendance concerns and made home visits when prudent.	(SCS) no cost	SCS has worked with each school site to maintain attendance on track with last year's mark of over 96.23% overall (Up .07% from 2013-2014) and 96.52% for K-8 overall attendance, one of the highest attendance rates for both categories in the entire county and state. The OUSD truancy rate as of mid-January, 2016 was at 2.17%, again, one of the lowest rates in the county and state. The SCS Administrative Director and the Coordinators have held regular meetings and training sessions with the Principals and Assistant Principals to maintain attendance as a primary focus. In an effort to stay abreast current attendance rates and strategies to improve attendance rates, SCS	(SCS) no cost

		sponsored a mini-COMP STAT Meeting in November, 2015 and the annual COMP STAT Meeting in February, 2016.	
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
The Office of Student Community Services offers quarterly school site attendance award winners for Most Improved for the current year, Most Improved from year-to-year, Highest Overall Attendance Rate for the current year and Highest Overall Attendance Rate from year-to-year. Each winning school receives a Certificate and receives a photograph and positive publicity on the Orange Unified School District website.	(SCS) no cost	School award winners have been announced in October, 2015; December, 2015 and February, 2016	(SCS) no cost
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA WIde X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Survey results show that a high percentage of students feel safe, connected to school, and motivated to succeed. (See data in Actual Annual Measurable Outcomes section). PBIS Positive Behavior Intervention Systems) is a key factor in this. Therefore, PBIS support and training will continue for staff. With the hiring of numerous mental health counselors at the elementary, middle and high schools in conjunction with the work of the site administrators, site counselors, site nurses, site psychologists, the Psychologist on Special Assignment, Psychological/Mental Health Services and the SCS Coordinators, our students needs have been better met. We will continue with this model.	(SCS) no cost	Our current expulsion rate is less than .01% and our goal is to keep this rate as one of the lowest in the state. The explanation for the low level is the cascade of interventions designed and implemented at both the site and district levels. Our district-wide suspension rate is at 1.55% thus far this school year as of Feb. 8, 2016.	(SCS) no cost

Scope of Service	LEA Wide		Scope of Service	LEA Wide	
X All			X All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The Office of Student Community Services (SCS) offers quarterly site attendance award winners for Most Improved for the current year, Most Improved from year-to-year, Highest Overall Attendance Rate for the current year and Highest Overall Attendance Rate from year-to-year. Each winning school receives a Certificate and receives a photograph and positive publicity on the Orange Unified School District website. Praise and recognition are part of the internal locus of control philosophy of this office in motivating our leaders to maintain and also increase attendance and lower truancy. Our Coordinator of Foster Youth and McKinney Vento is planning on expanding services for our McKinney Vento students with an addition of clerical support for our Foster Youth and McKinney Vento Students to support the Coordinator.. We would like to explore pre-school support as well as additional services and materials to meet the growing numbers of McKinney Vento students in our district.   An addition of a Administrative Director of Athletics and School Connectedness was put in place and for the 16-17 school year will be expanding the programs offered at middle schools as well as streamlining high school athletics and work with our PBIS schools in maintaining and expanding their program for safe and welcoming schools. We will need to add to our budget, CYS Services such as JADE, DECISIONS and PATHWAYS to support our students. We seek to minimize the number of students in crisis all the way up to expulsion by establishing prevention and early intervention practices. Orange Unified School District pursues a variety of strategies in an effort to educate students and establish a safe and caring climate to prevent student misconduct. When warranted, disciplinary measures are implemented consistent with district policies and procedures to ensure fair and consistent disciplinary measures. These efforts will continue to prevent any disproportionate representation of minority students recommended for expulsion. Recommendations for expulsion occur when student and campus safety is threatened or when remediation efforts have not been successful. Orange Unified School District engages in a number of preventative and proactive strategies including our very prominent partnership with California Youth Services (CYS). CYS is an organization dedicated to helping parents successfully navigate their children through adolescence. CYS provides JADE (Juvenile Alcohol and Drug Education), DECISIONS (Legal Awareness Program), COUNSELING (Individuals, Couples and Families) and drug testing. Currently, we have referred near 90 students to CYS to assist in students' placement/expulsion remediation plans which has already exceeded last year's amount of referrals. |

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$17,946,188

OUSD is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school sites as all requests in expending funds go through an approval process through the Special Programs and Accountability office in ensuring that funds are spent to benefit these subgroups of students. Further, funds expended at the district level will be used in the following ways which is in response from the Community/Stakeholder Engagement survey as well as research based:
(Please find supporting research information in Appendix B. Supporting Research Document for Programs/Services)

•   Technology professional development, devices and infrastructure districtwide. In order for students to be career and college ready, they must have access to up-to-date technology and use it on a regular basis, therefore, teachers are appropriately trained in the effective use of technology by our instructional specialists that is aligned to instructional goals. Devices are being provided in a systematic plan and infrastructure provided for a safe and conducive 21st century learning environment. In addition, an update to our Data Center will be necessary with the increase of devices districtwide to meet the needs and security of increased connectivity.

•   Student access to intervention and academic support services. Additional support systems, programs and staff have been planned to meet the needs of students who are struggling and performing below grade level to ensure they graduate and become college and career ready. Including reduced class sizes as needed.

•   Access to college and career programs, CTE Pathways, intervention programs, credit recovery, SAT/ACT waivers and specialized program resources and services. Increased courses such as AVID Elementary, International Baccalaureate, and four year college course preparatory classes will be offered to high school students. In secondary, co-teaching (RTI) sections will be provided at the high schools. Further, various programs will be offered to all students including Gifted and Talented students, Special Education, at-risk learners, and students in all subgroups at Kindergarten to 12th grade level to help better prepare for college and career.

•   Districtwide maintenance of Thinking Maps as a support for our students is a priority. The use of Thinking Maps as a scaffold for our students that has been largely in elementary is now being used in secondary as well. Ongoing professional development is being implemented with secondary teachers to use with their EL, Low Income as well as Foster Youth students as a scaffold in their learning.

•   Parent trainings, workshops, and activities. By providing trainings to parents on various topics such as leadership, engagement, college and career, and motivational topics, our parents will have the tools to help their child at home. Also we will increase parent participation at district and school site level workshops as well as advisory groups that provide opportunities for relevant discussion and topics for our not only our general education but our special education populations as well. Oral interpretation services will be provided when needed.

- Resources and support for STEM and Arts (Science, Technology, Engineering, Math and Arts). STEM and Arts programs will prepare students for innovative jobs in the future by developing 21st century skills.

- Attendance Monitoring System. Attendance is crucial in order for our students to increase their achievement and chances of graduating college and career ready. School and Student Community Services department will monitor student attendance and provide ongoing support to schools and families in increasing attendance and decreasing suspension and expulsion rates.

- Expansion of our Community Day School, Preschool/TK and Dual Immersion programs are all based on our district's commitment to meet the needs of our diverse PK-12th grade community of learners.

- School Climate surveys of students. Through the implementation of district and school level surveys, they will help to obtain student, parent and staff input on engagement and school climate. Based on expressed needs of our schools, the creation of an administrative position to oversee the critical work to maintain engaging, safe and thriving learning environments for all students.

- Language Assessment Center provides the all-encompassing services centered on our English Language Learners from Newcomer to Re-designation.

- Teacher Innovator Program (TIP) had been originally established to confront the need for professional development in the transition phase to Common Core; most recently TIP has evolved into a focus not just on content but on the rigor of best first instruction with a focus on how to engage the variety of subgroups within each classroom.

- Use of funds for unduplicated pupils: The District has determined these actions are the most effective use of funds to meet the goals.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

8.99	%

Orange Unified School District has developed a plan to utilize LCFF Supplemental Funds specifically to meet the needs of English Learners, Low Income and Foster Youth students by allocating $3,563,497 for a variety of programs and services. The amount of $1,917,611will be added to LCFF this year to increase and improve services. Hence, 8.99% is the minimum proportionality percentage. The funds will be used to meet goals by increasing and maintaining services for unduplicated pupils identified as English learners, low income, foster youth by increasing:

- Professional development on the needs of our English Learners by focusing on the English Language Development (ELA/ELD) Standards and Frameworks. OUSD participates in a trainer of trainer model with many initiatives. Teacher leaders such as EL Advisors, Academic Language Mentors, Instructional Specialists and RTI teachers will attend ELA/English Language Development trainings to further develop their skills and strategies in supporting English Learners in content classes, as well as English Language Development classes. Then return to their sites to deliver the information to the entire staff. Our goal is to expand their knowledge of the ELA/ELD frameworks, introduce or refresh on use of GLAD strategies and Thinking Map integration into curriculum. The overarching focus is how to build the academic language use of students throughout their school day. This will help English learners to attain English proficiency while mastering the content.

- Focus on instructional practices in math. Administrators and teacher leaders will be provided with ongoing professional development in the area of math. With the addition of Scholastic Math Inventory, teachers now can progress monitor students in math throughout the year. Various math interventions will be available before, during and outside of the instructional day to support English learners, Low Income an Foster Youth students in mastering the California Math Standards. This will close the gap between math achievement of these targeted subgroups of students and other subgroups of students.

- Additional staff and resources to meet needs of unduplicated subgroup of students enhance their learning. Through the support of staff and programs, English Learners, Low Income and Foster Youth students will have opportunities to prepare them for college and career as well as meet the demands of the Common Core State Standards. Community Liaisons available at sites requiring the additional support in Spanish for parent communication and engagement.

- Resources for English Learners, Low Income and Foster Youth students will be purchased. Particularly, supplemental instructional materials and additional support/services are planned to help increase low income/homeless students' connection to school and motivate them to learn. Providing science kits access in elementary to allow for hands-on learning for our English Learners, Low Income and Foster Youth to explore topics in science. This also includes the purchase of mobile devices such as iPads or laptops to be used in classes to access appropriate software/apps to support their learning needs. In addition a plan for extended learning opportunities to target these significant subgroups to provide additional academic language instruction and intervention support. Transportation services will also be provided to our population of homeless students to allow optimal access to resources and programs.

- SAT and ACT waivers for low income and foster youth students. By funding college preparatory test fees and resources for this targeted subgroup of students, this will increase the opportunity for them to attend college.

- Support for foster youth and homeless families through services for both students and parents. Resources, programs and support will be provided to these identified students in order to improve their academic environment and their sense of well-being. A Foster Youth Mentor Program is expanding at each school site to support the needs of our large Foster Youth population.

- Professional development for staff on the needs of foster youth, low income, and special needs students. Professional development focusing on topics in helping staff understand the needs of these target group of students has been planned. This will improve the service to foster youth, low income, and special needs students.

- Increase of ERWC, ELD, AVID, AVID Excel and AP/IB sections to improve student learning for English Learners. Through their participation in these courses, students will have opportunities to enhance their learning that will better prepare them for college and career.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

01-13-15 [California Department of Education]

Basic Services

Graph 1: <u>Degree to which teachers are appropriately assigned and credentialed in subject areas</u>
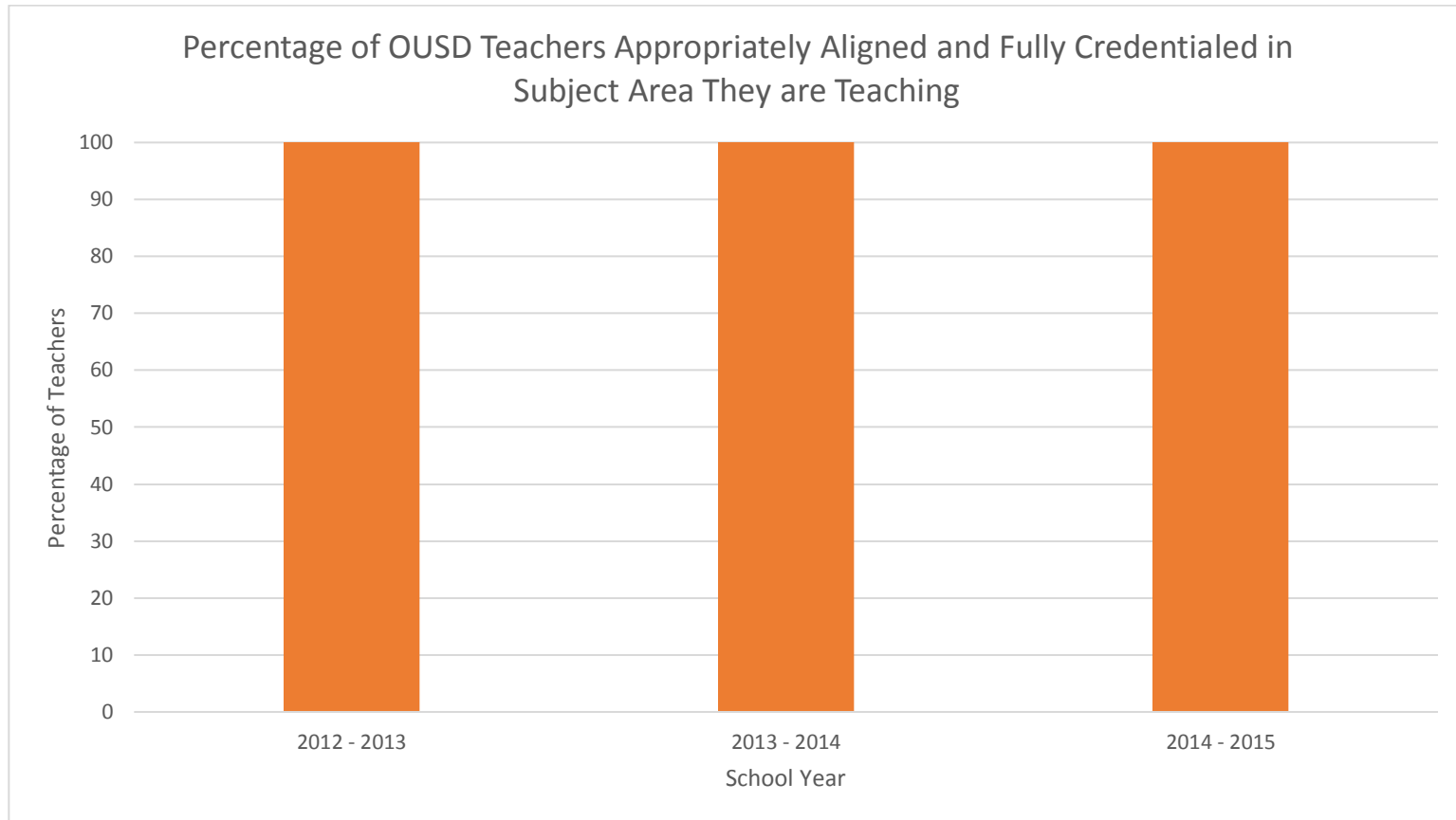
## Graph 2: <u>Degree to which students have sufficient access to standards-aligned instructional materials</u>

Percentage of Students with Accesss to
Standards-Aligned Instructional Materials
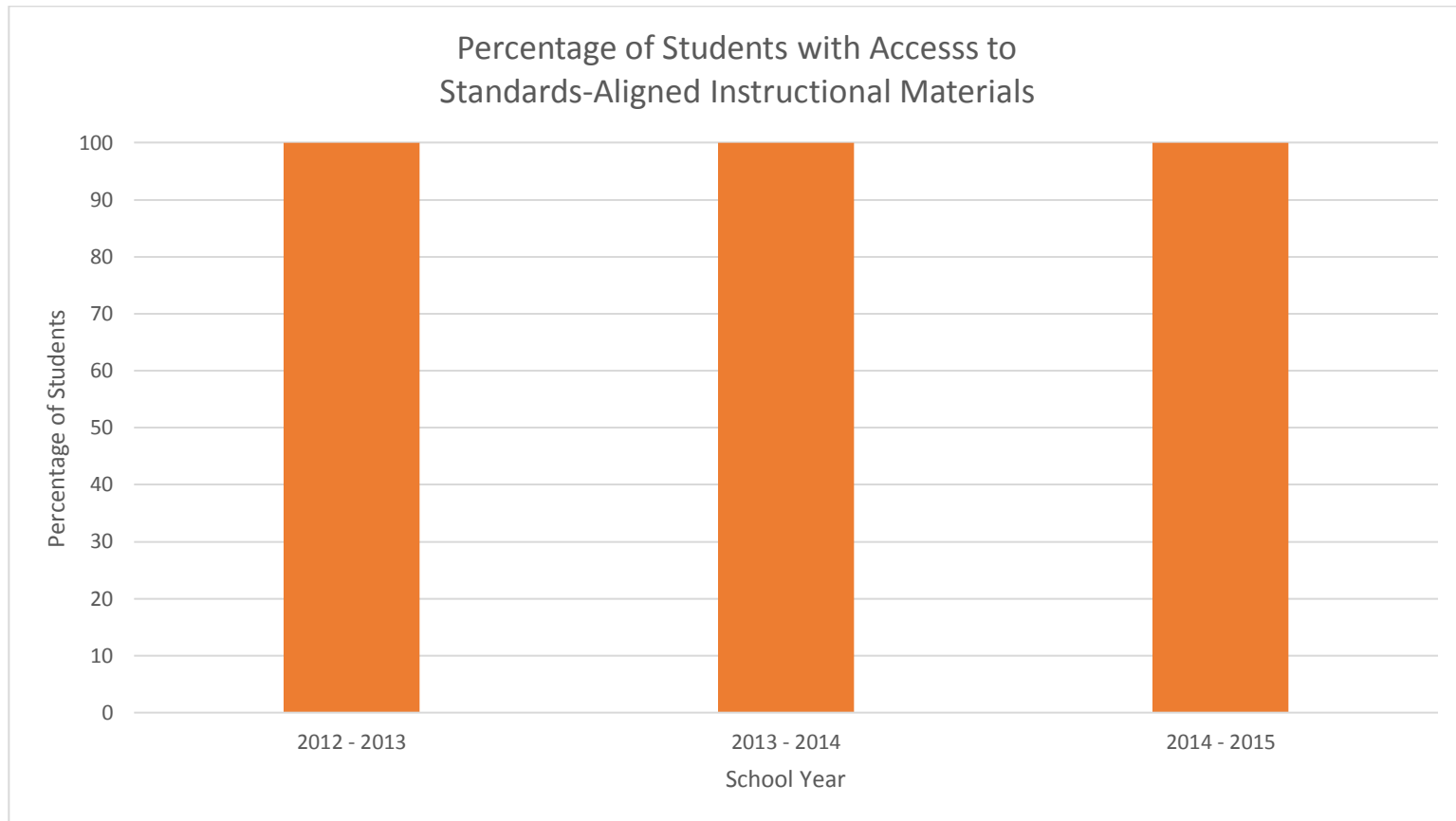
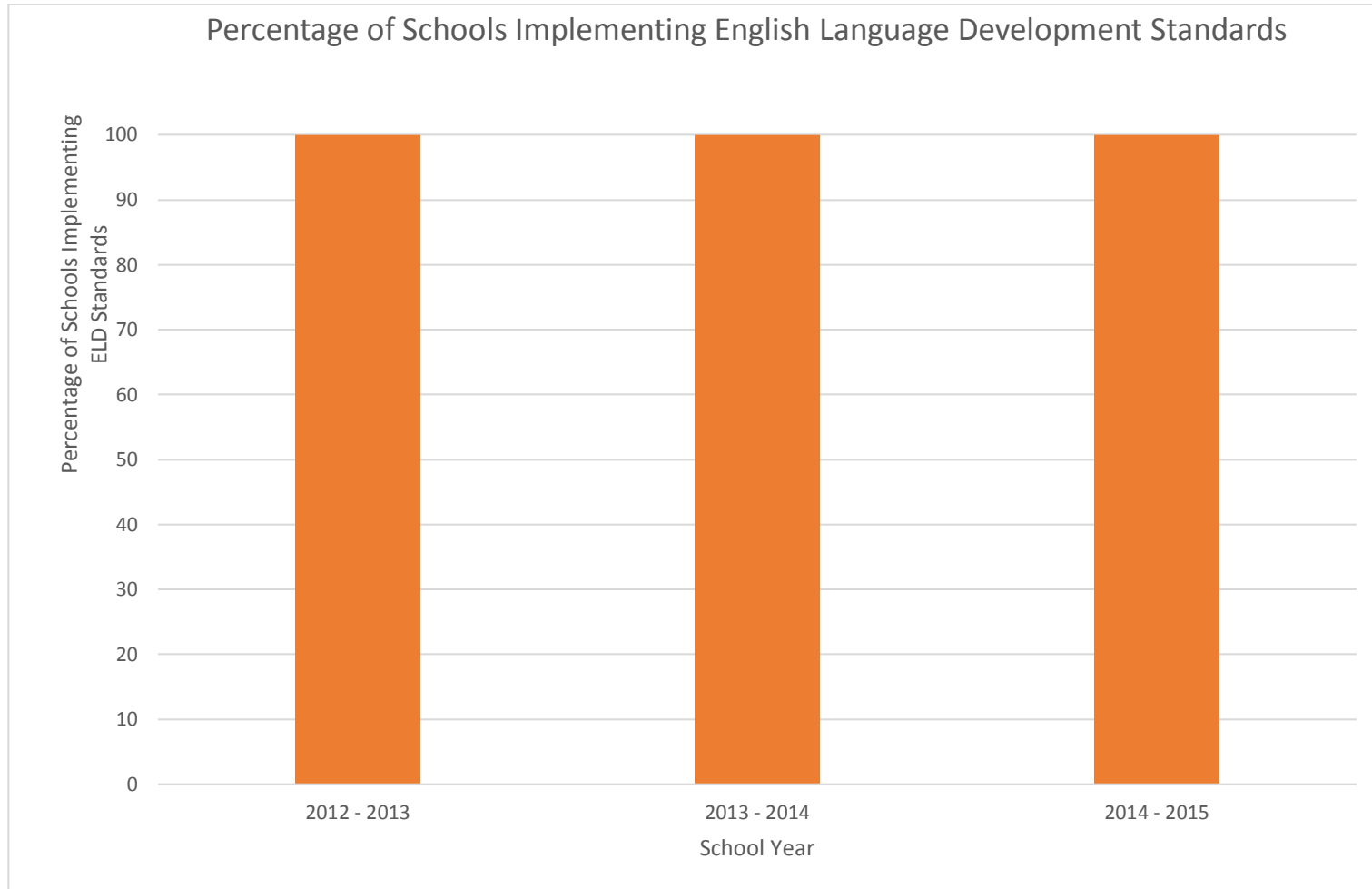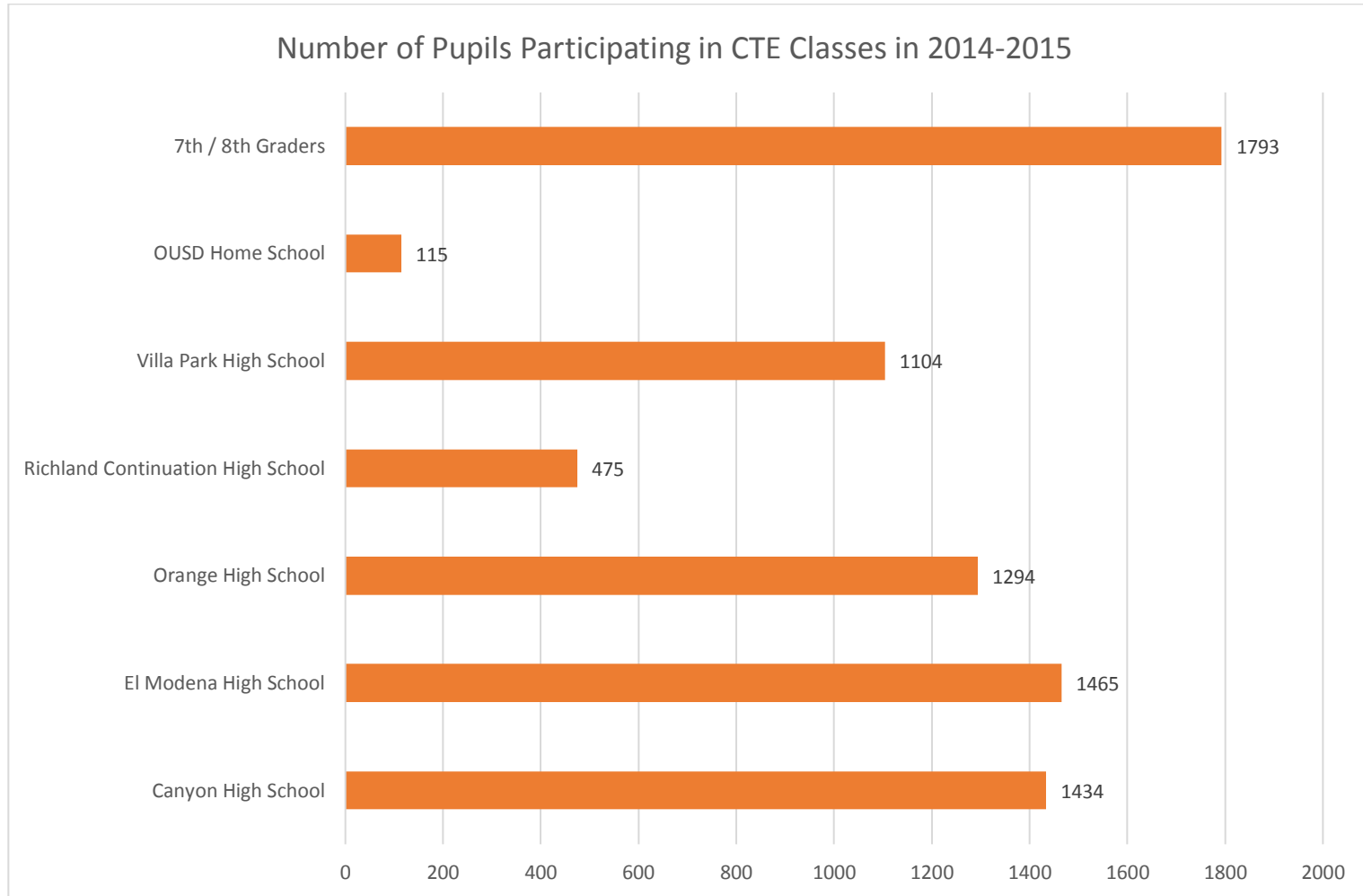# Graph 3: <u>Degree to which school facilities are maintained in good repair</u>
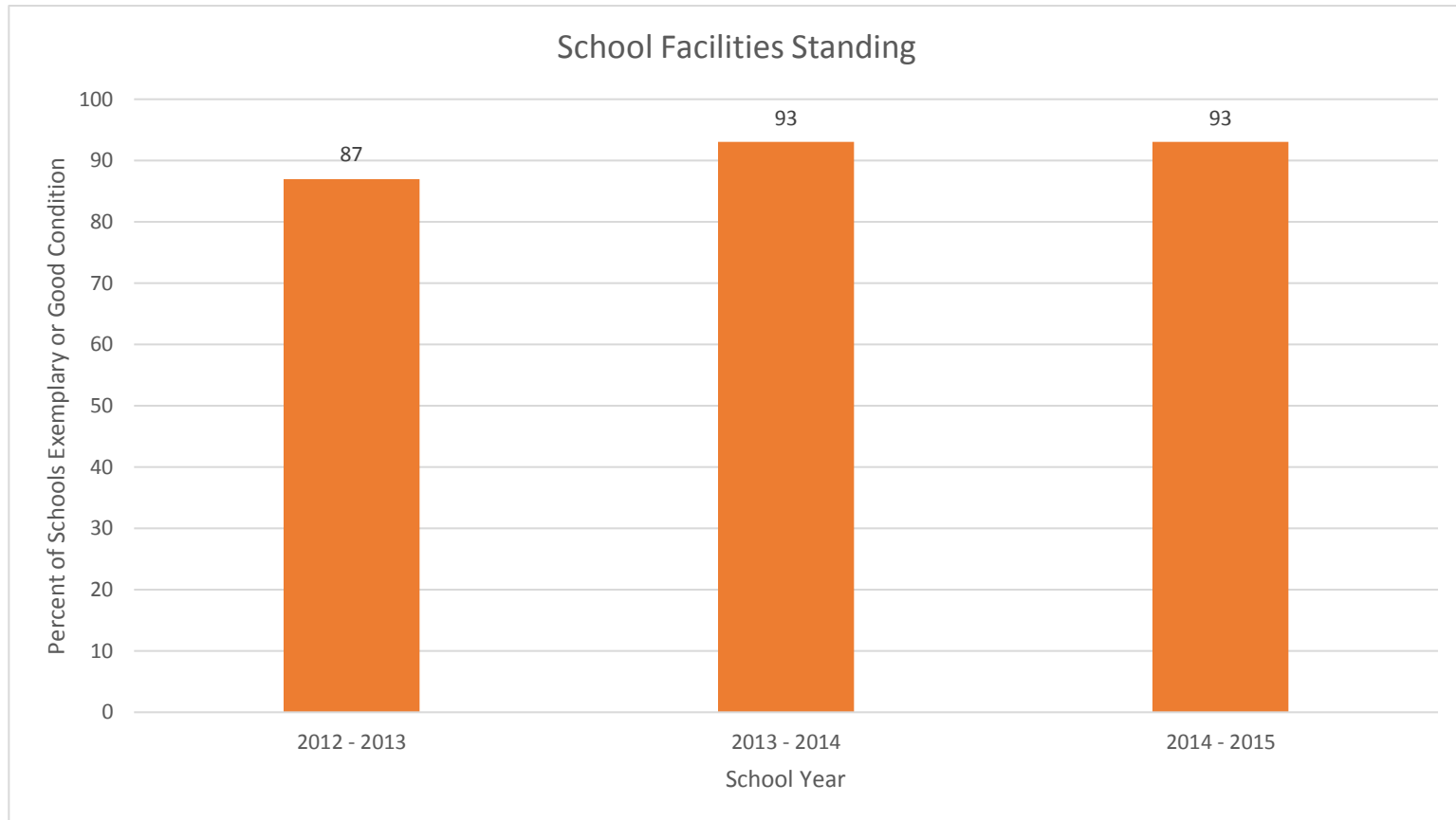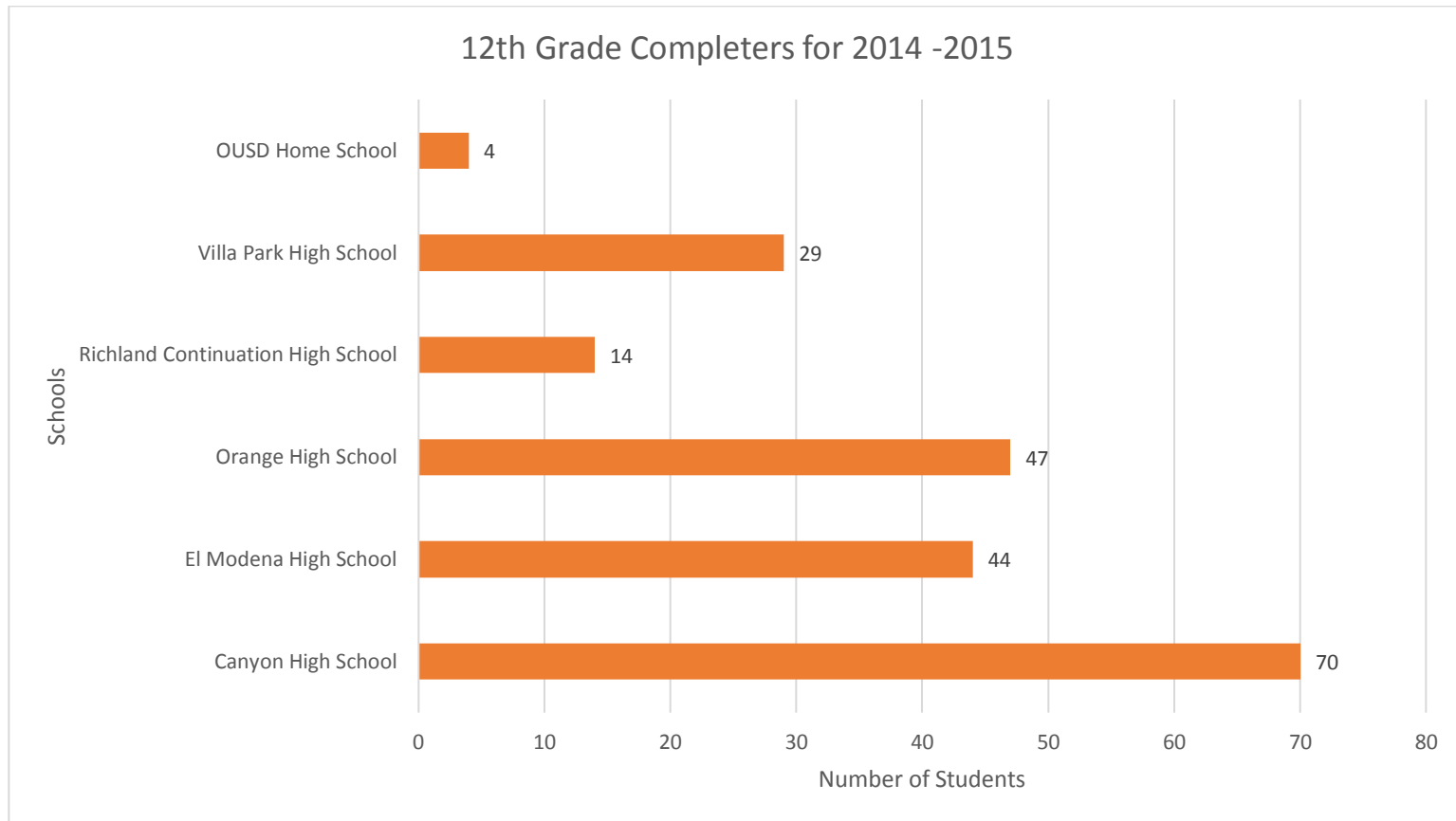
Implementation of State Standards

Graph 4: <u>Implementation of ALL content and performance standards for ALL students including ELs.</u>

Percentage of Schools Implementing SBE-Adopted Academic Content and Performance Standards
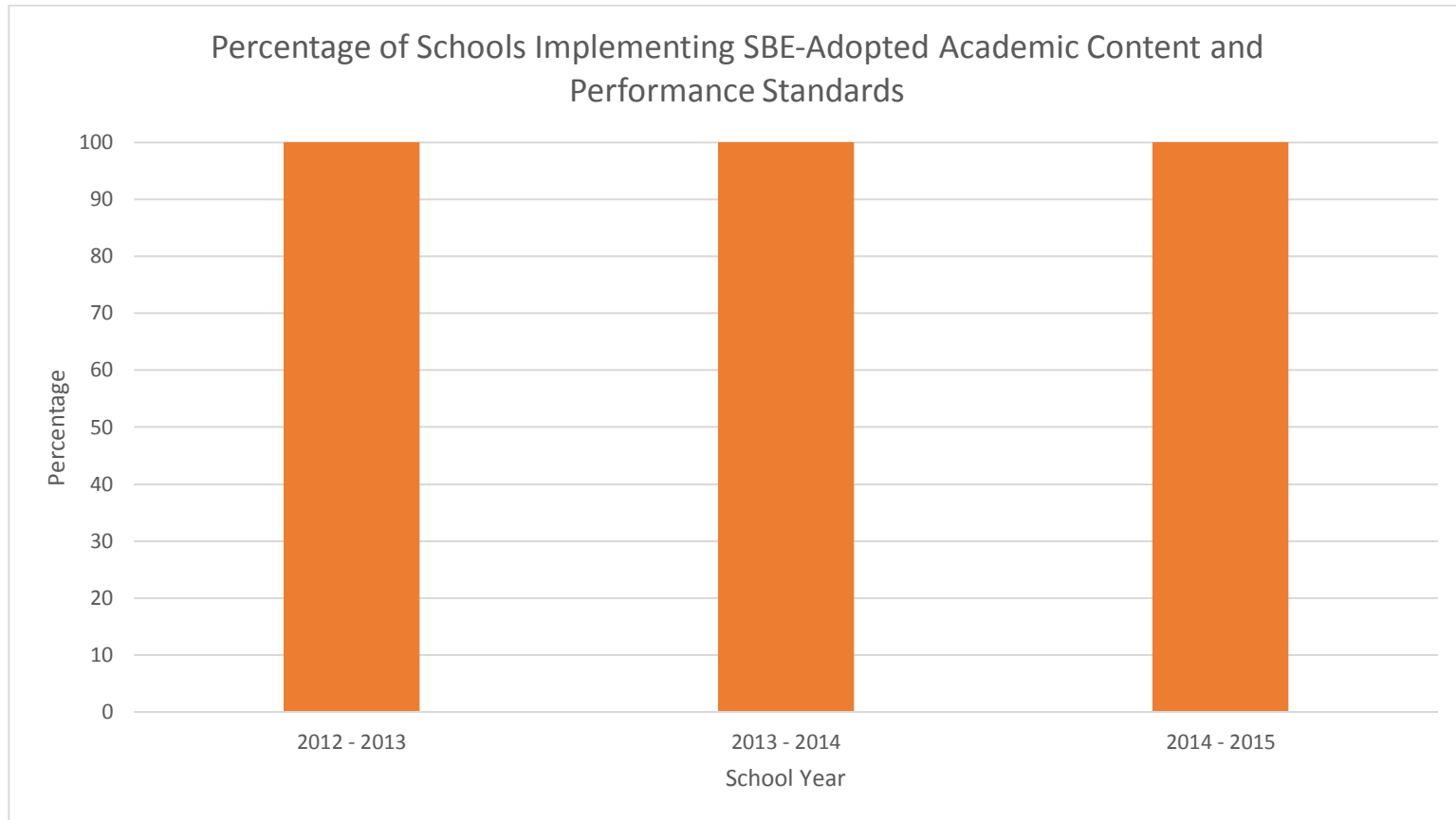
Graph 5: <u>Implementation of English language development standards</u>

Percentage of Schools Implementing English Language Development Standards

Percentage of Schools Implementing ELD Standards

School Year

| School Year | 2012 - 2013 | 2013 - 2014 | 2014 - 2015 |

Graph 6a: <u>Student access and enrollment in all required areas of study</u>

Number of Pupils Participating in CTE Classes in 2014-2015

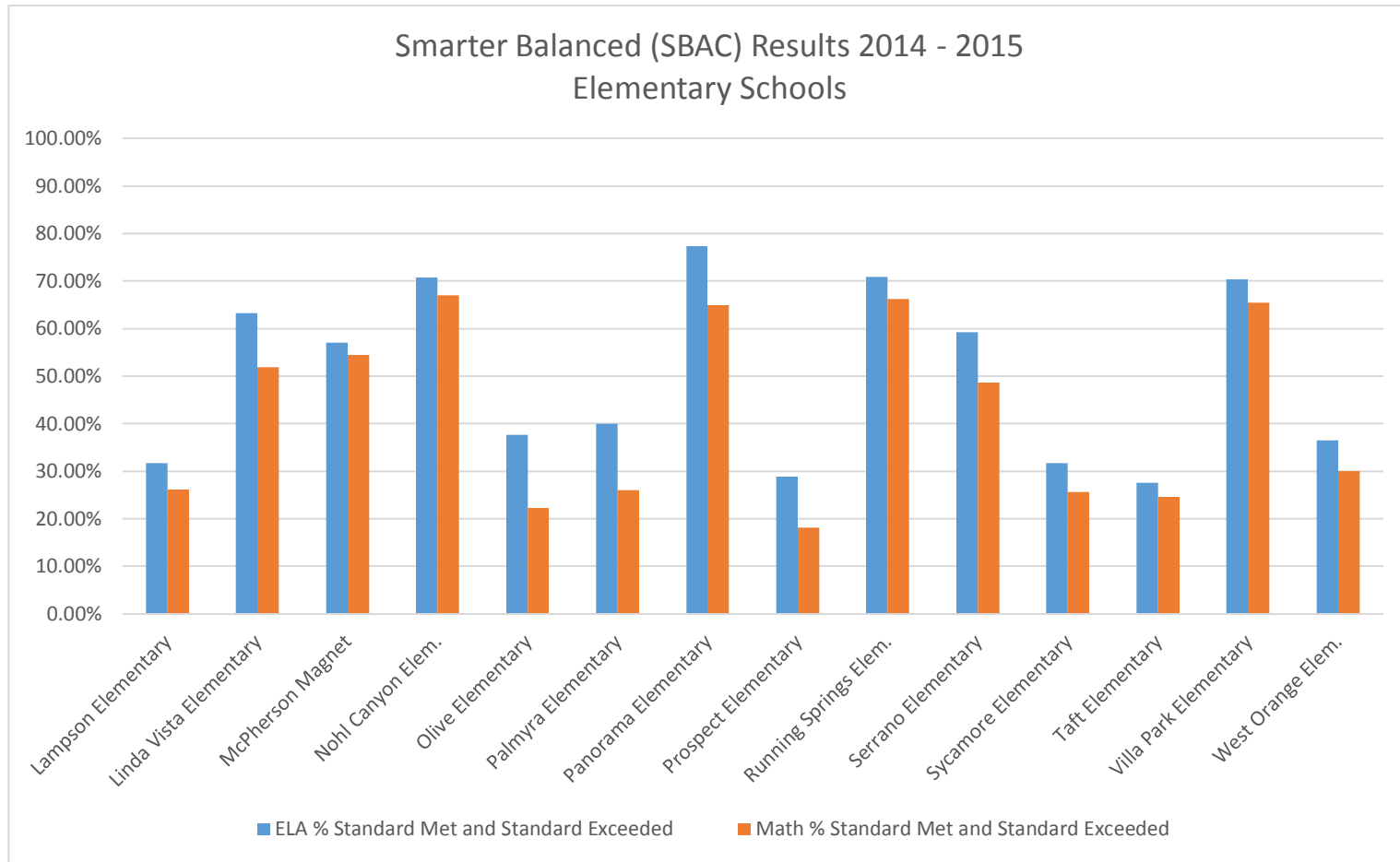| School	Number
7th / 8th Graders	1793
OUSD Home School	115
Villa Park High School	1104
Richland Continuation High School	475
Orange High School	1294
El Modena High School	1465
Canyon High School	1434

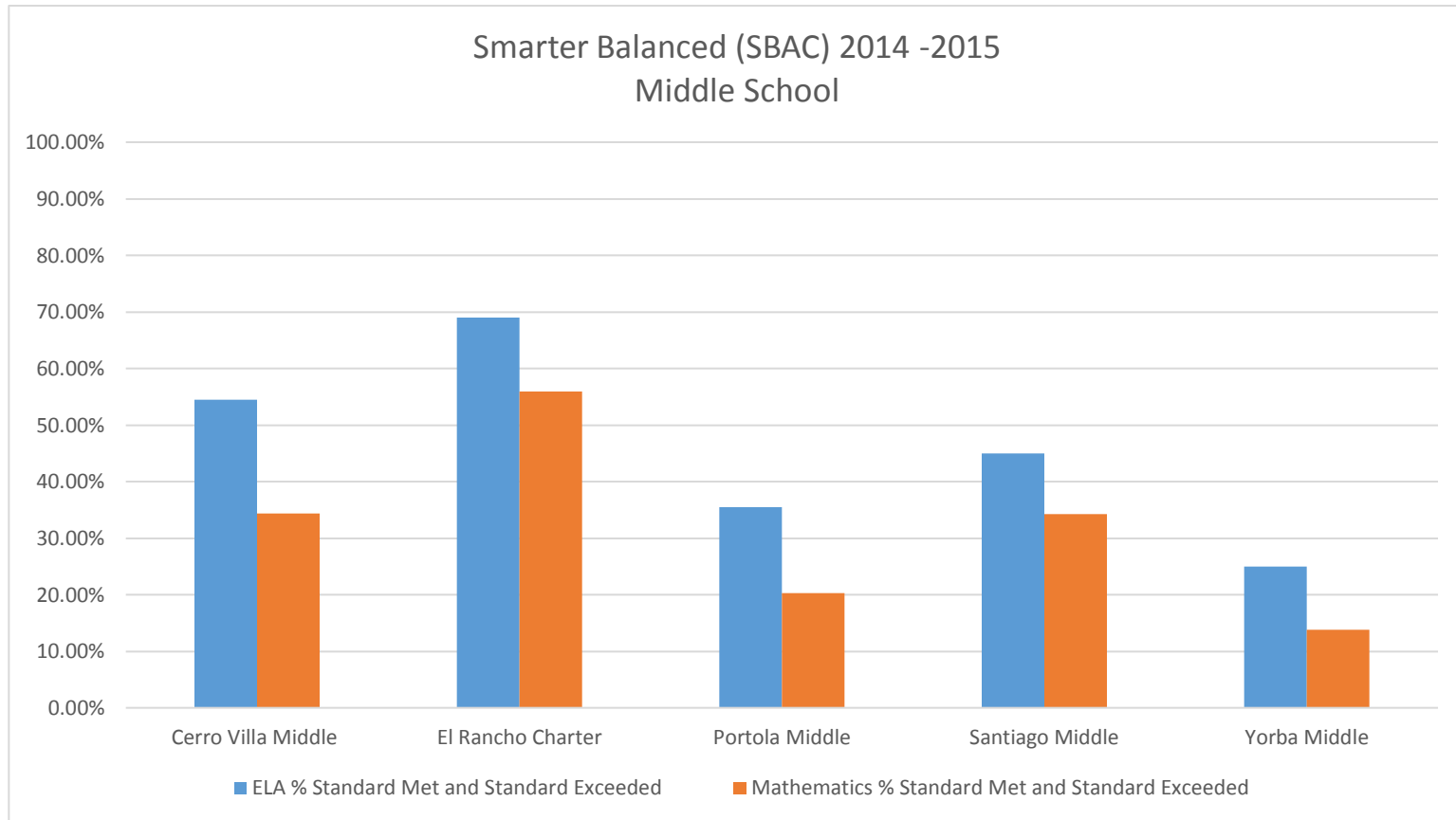## Graph 6b: <u>Student access and enrollment in all required areas of study</u>

*A completer is defined as a student who completes a capstone class in a pathway and at least one additional course in the same pathway.
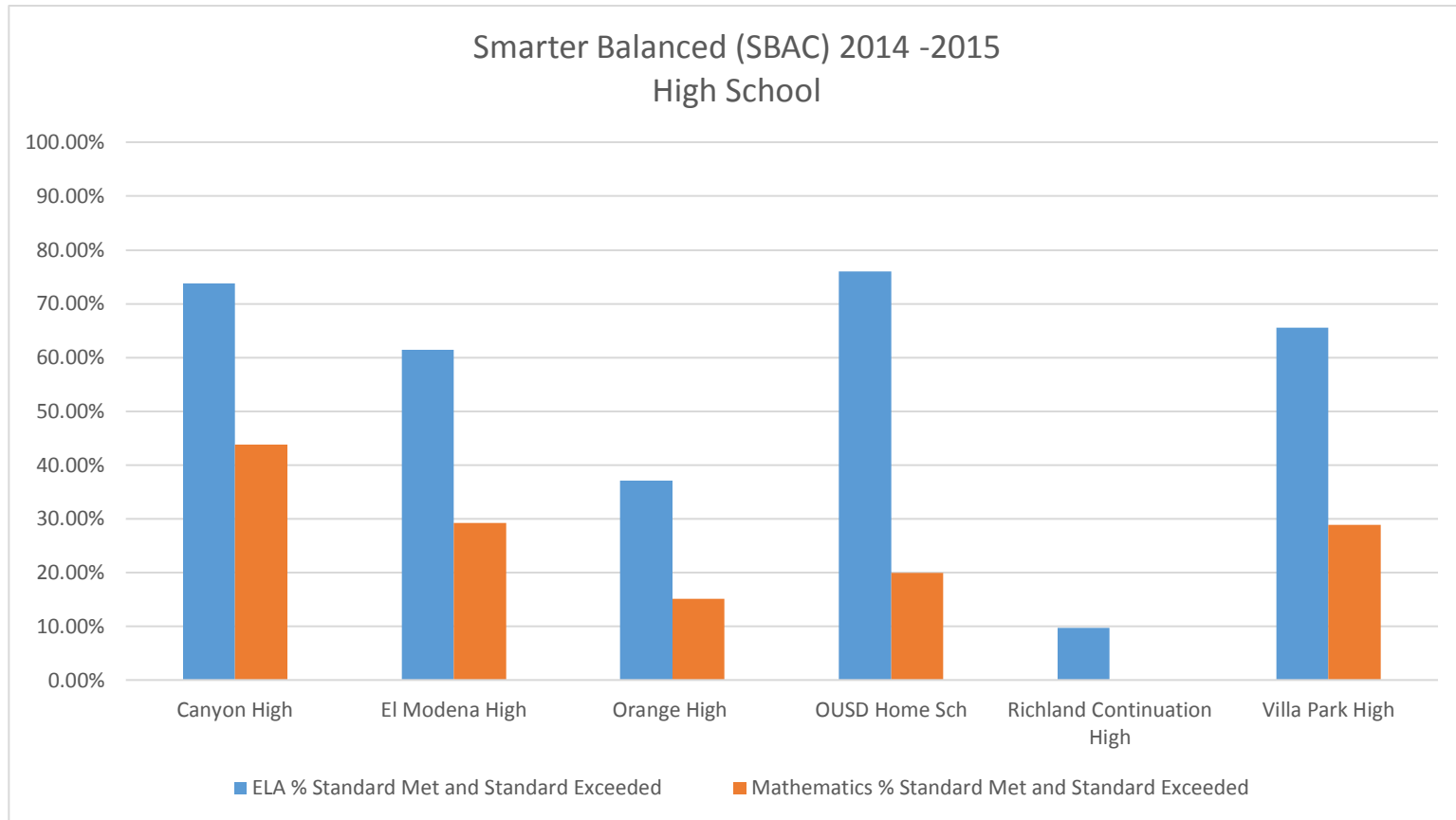
Pupil Achievement

Graph 7a: <u>Statewide Assessments</u>
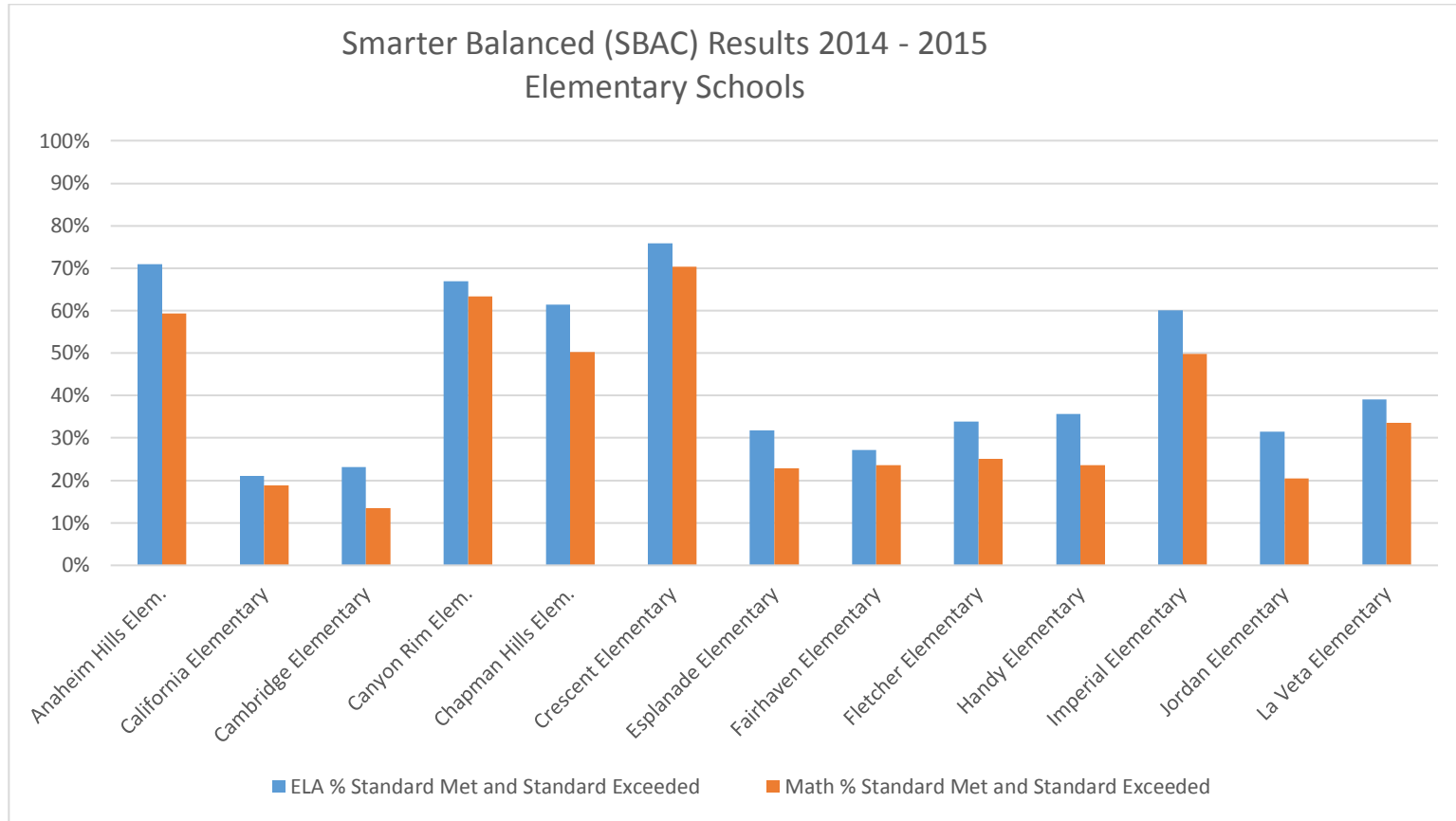
Graph 7b: <u>Statewide Assessments</u>

Smarter Balanced (SBAC) Results 2014 - 2015
Elementary Schools

Legend: ■ ELA % Standard Met and Standard Exceeded ■ Math % Standard Met and Standard Exceeded

Graph 7c: <u>Statewide Assessments</u>

Smarter Balanced (SBAC) 2014 -2015
Middle School

Graph 7d: <u>Statewide Assessments</u>

Smarter Balanced (SBAC) 2014 -2015
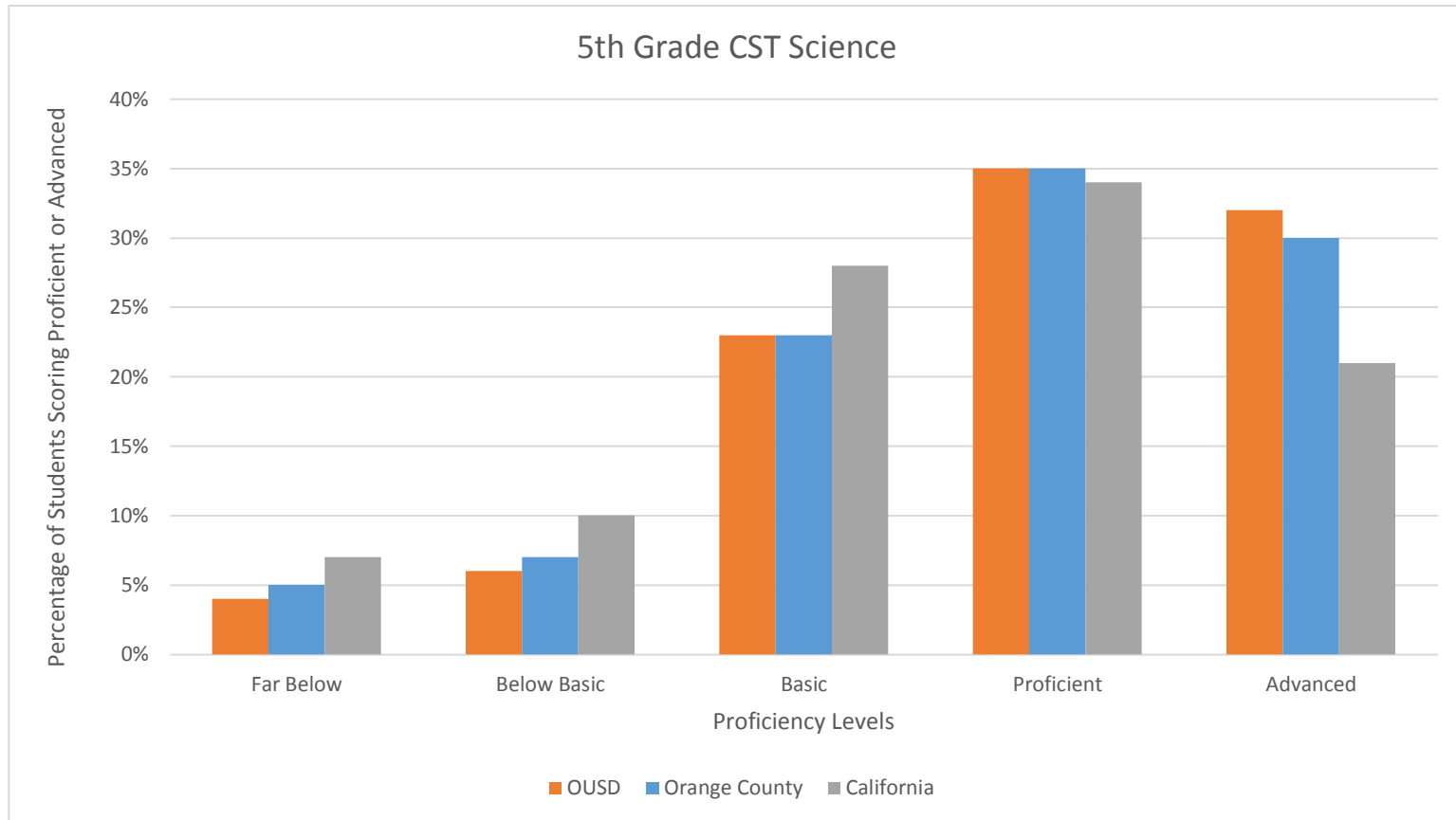High School

Graph 7e: <u>Statewide Assessments</u>

Graph 7f: <u>Statewide Assessments</u>
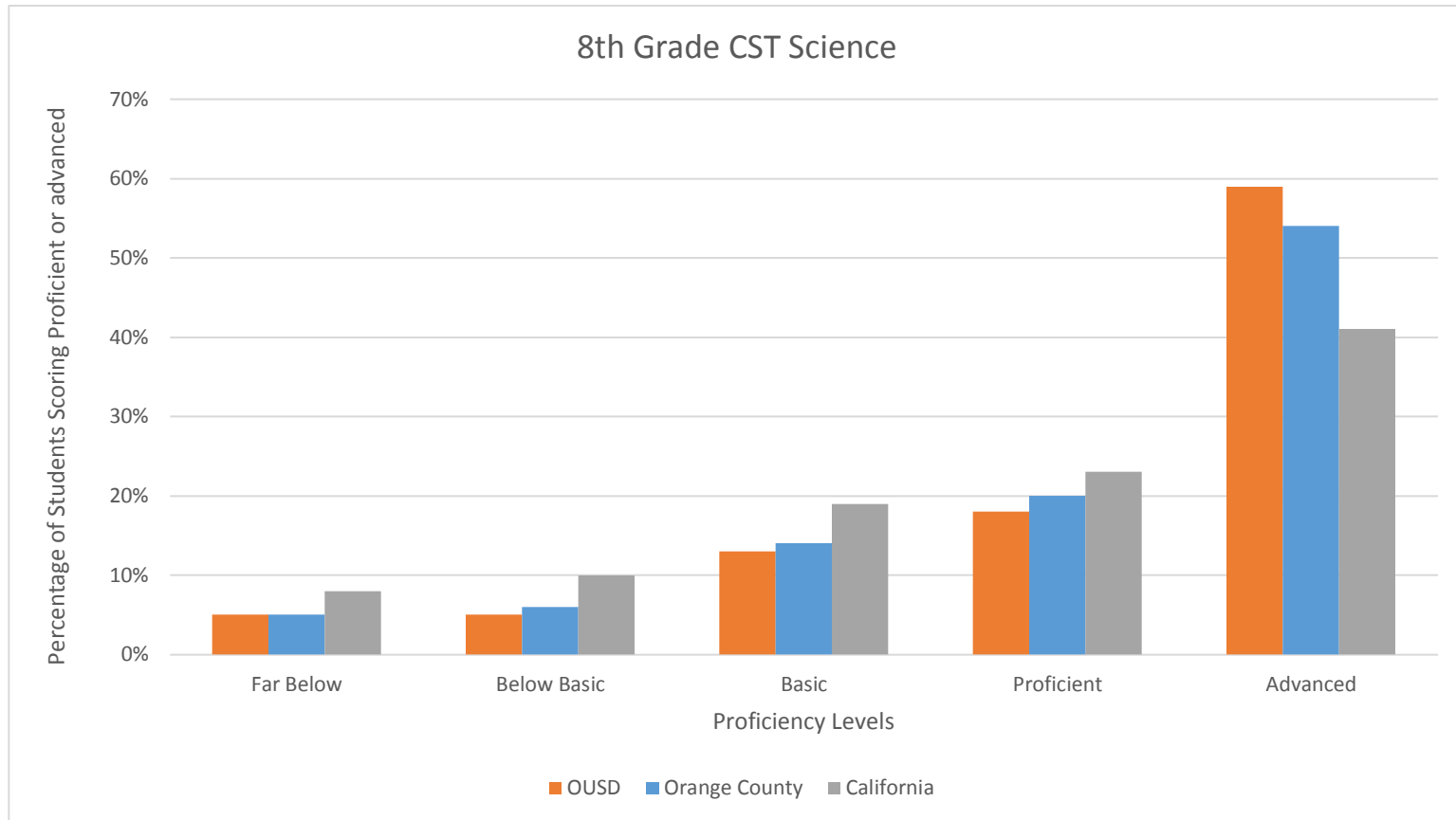
Graph 7g: <u>Statewide Assessments</u>
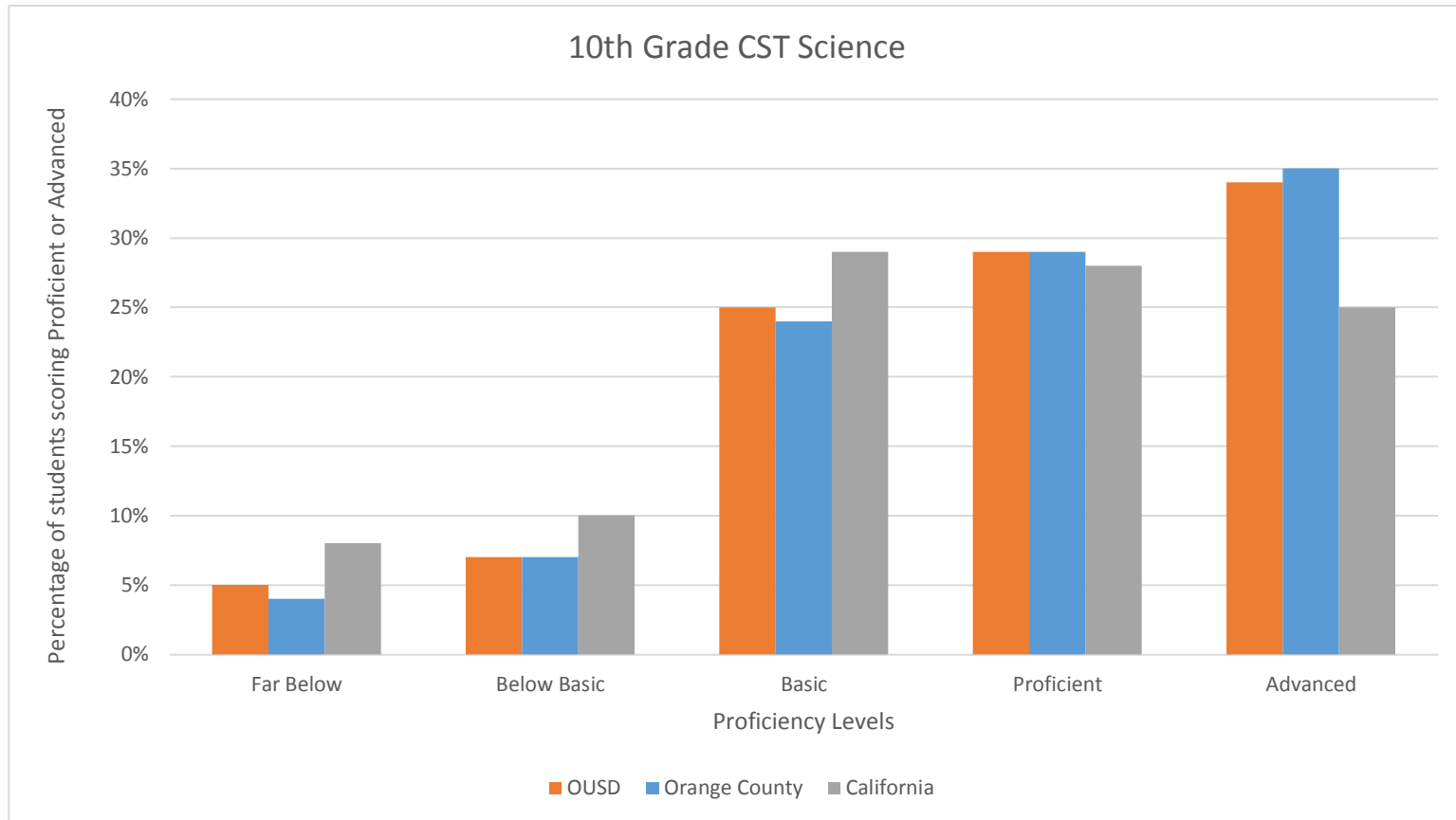
Graph 8: <u>English learner reclassification rate</u>
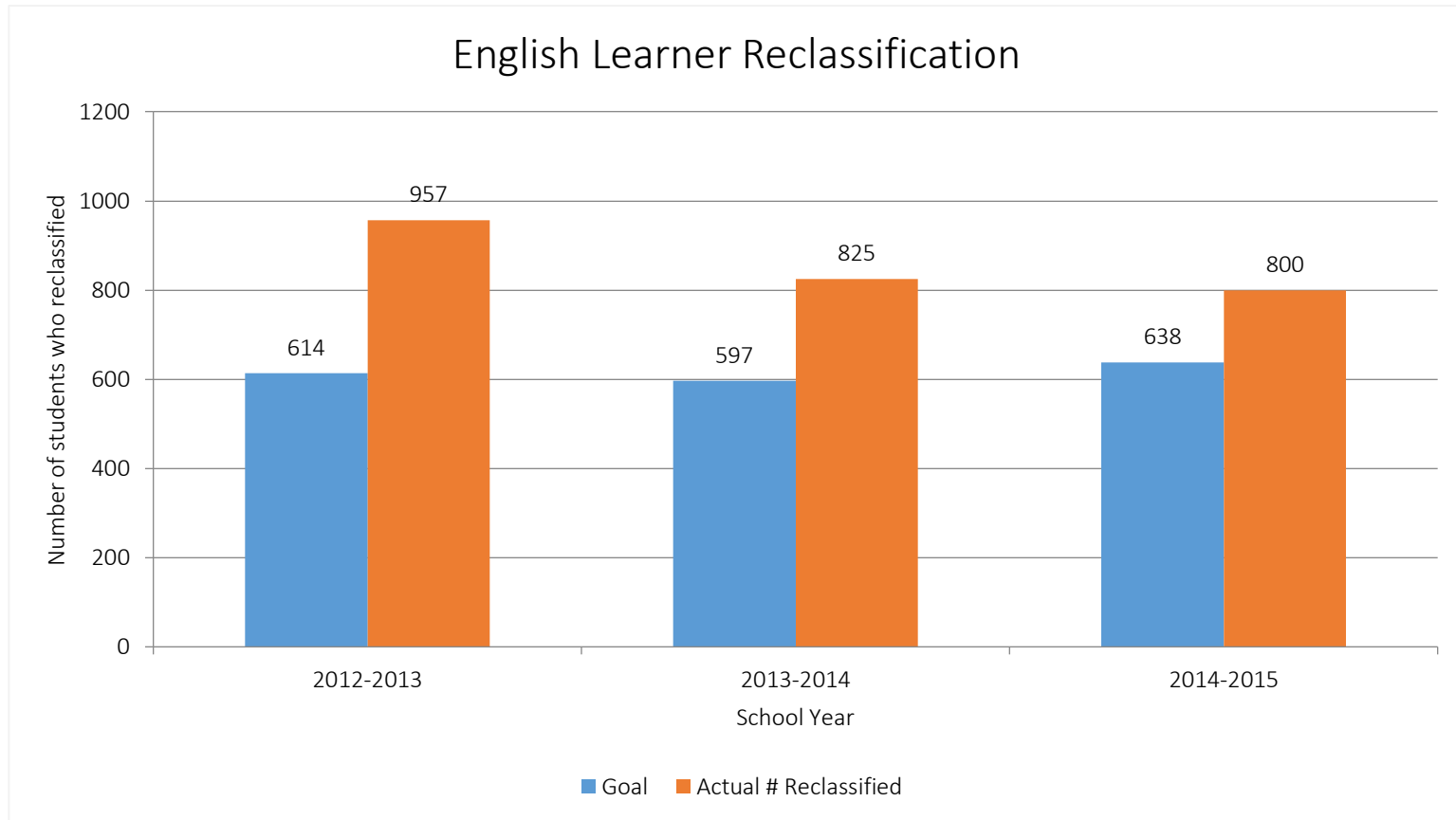
Graph 9a: <u>% of English learners that became English proficient</u>
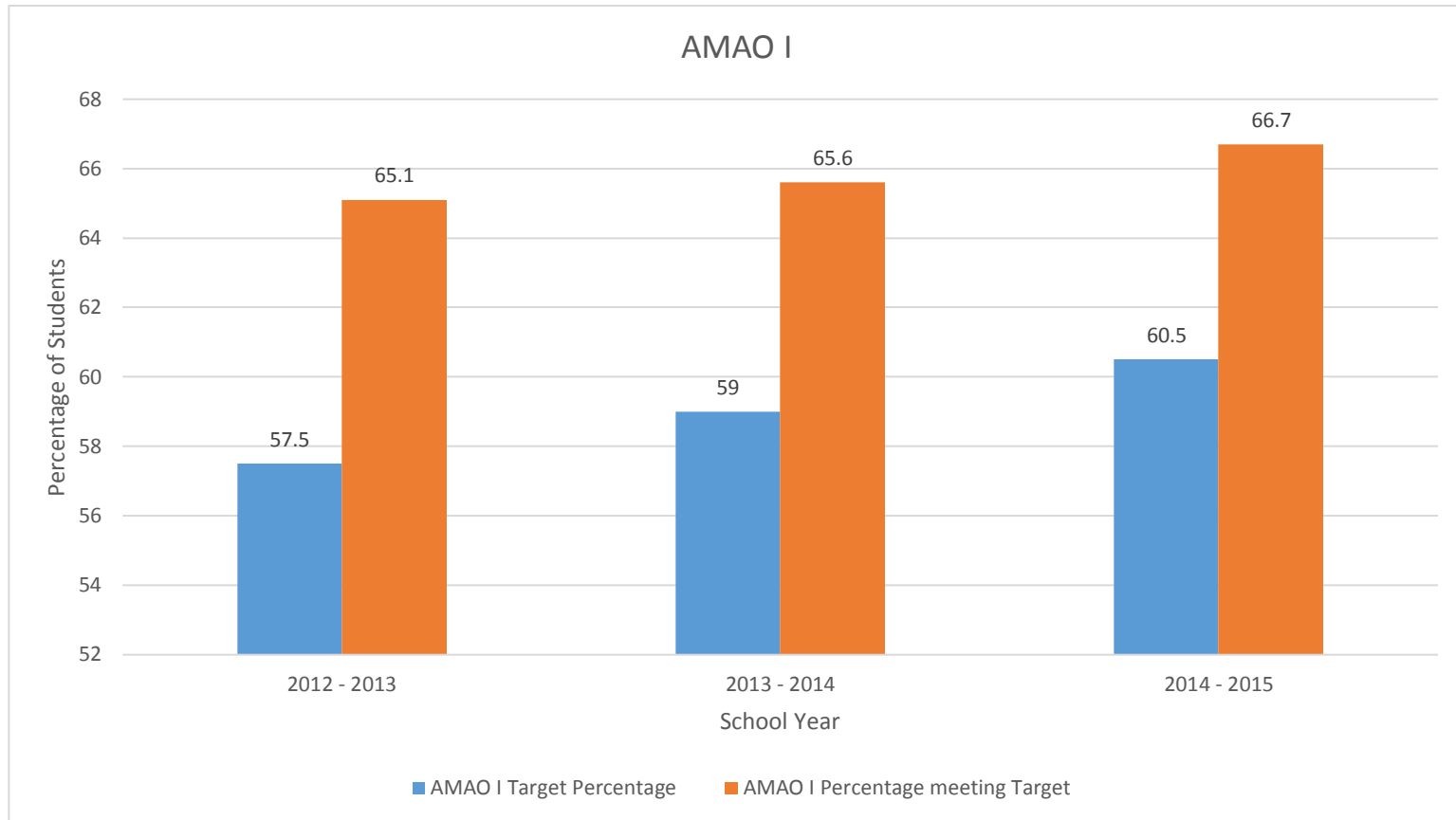
Graph 9b: % of English learners that became English proficient

AMAO II - Less than Five Years

- AMAO II - Less than 5 years Target Percentage
- AMAO II - Less than 5 years Percentage meeting Target

School Year	Target Percentage	Percentage meeting Target
2012 - 2013	21.4	32.9
2013 - 2014	22.8	33.5
2014 - 2015	24.2	36.7
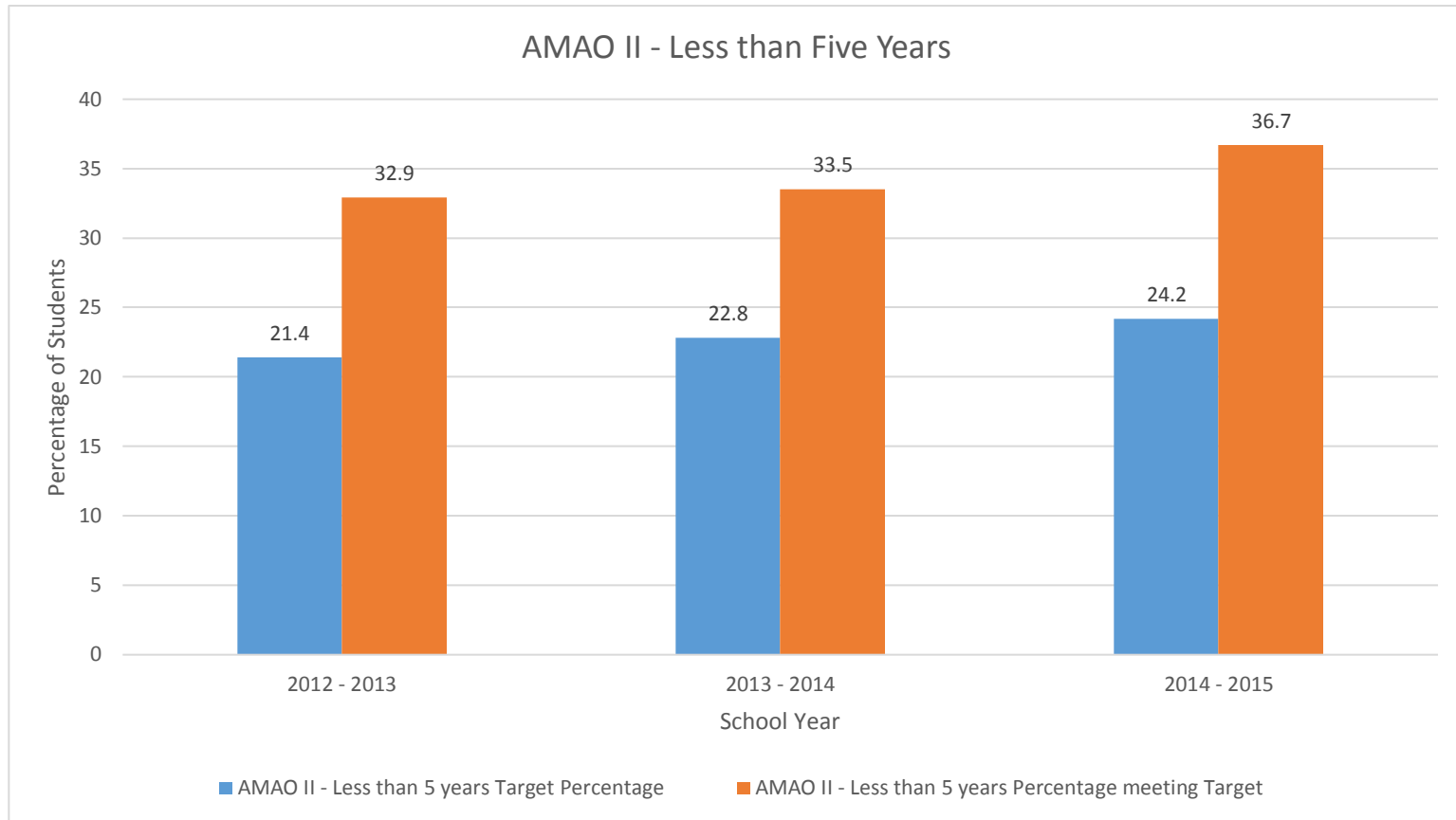
Graph 9c: % of English learners that became English proficient

AMAO II - Greater than or equal to Five Years

Y-axis: Percentage of Students (0, 10, 20, 30, 40, 50, 60, 70)

X-axis: School Year

School Year	Target Percentage	Percentage meeting Target
2012 - 2013	47	59.5
2013 - 2014	49	58.6
2014 - 2015	50.9	60.7

Legend:
- AMAO II - Greater than or equal to 5 years Target Percentage
- AMAO II - Greater than or equal to 5 years Percentage meeting Target
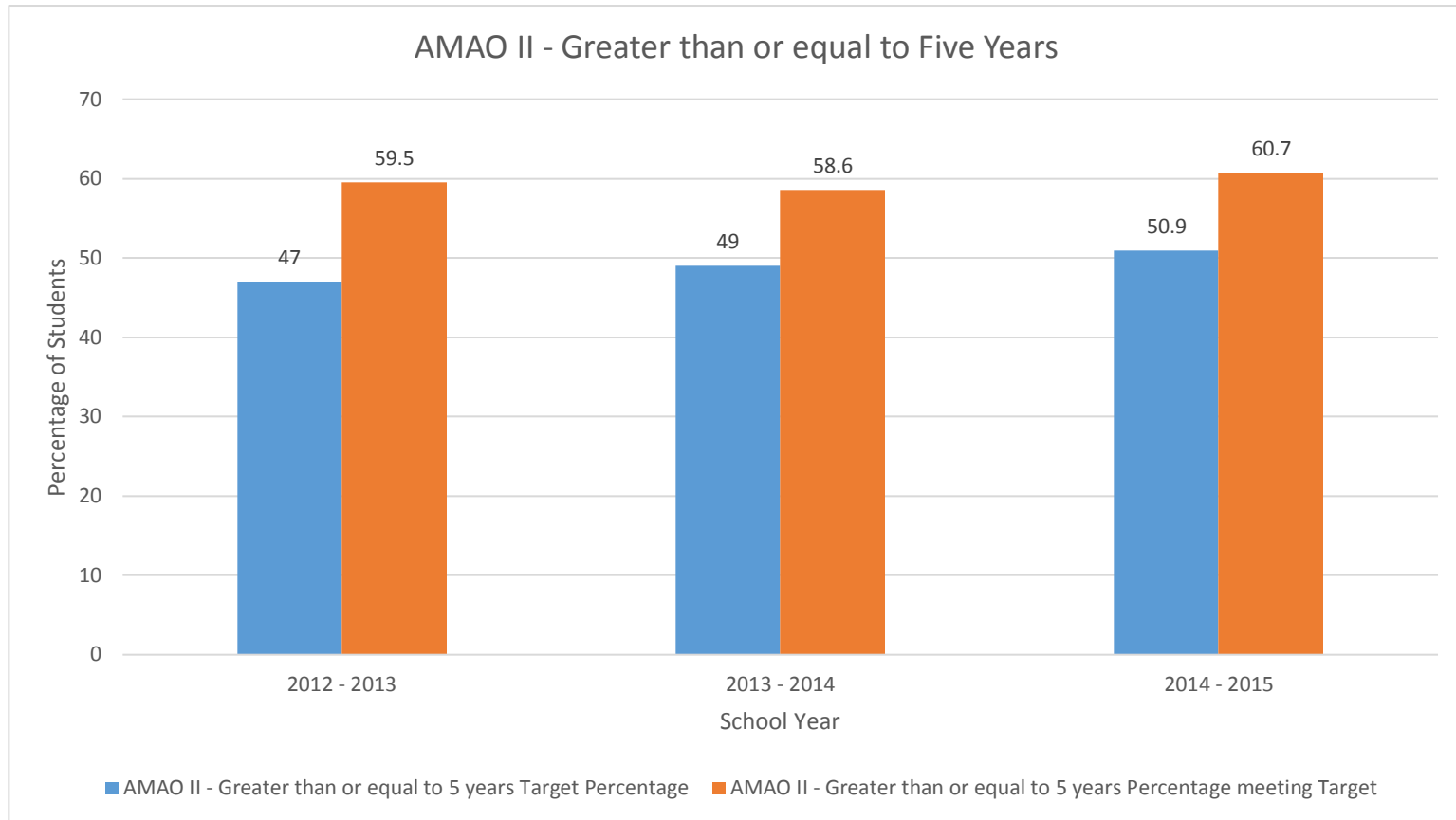
Graph 9d: <u>Long Term English Learner Progress (K – 6)</u>

Number of Long Term English Learners (LTELs)
Kindergarten - Grade 6
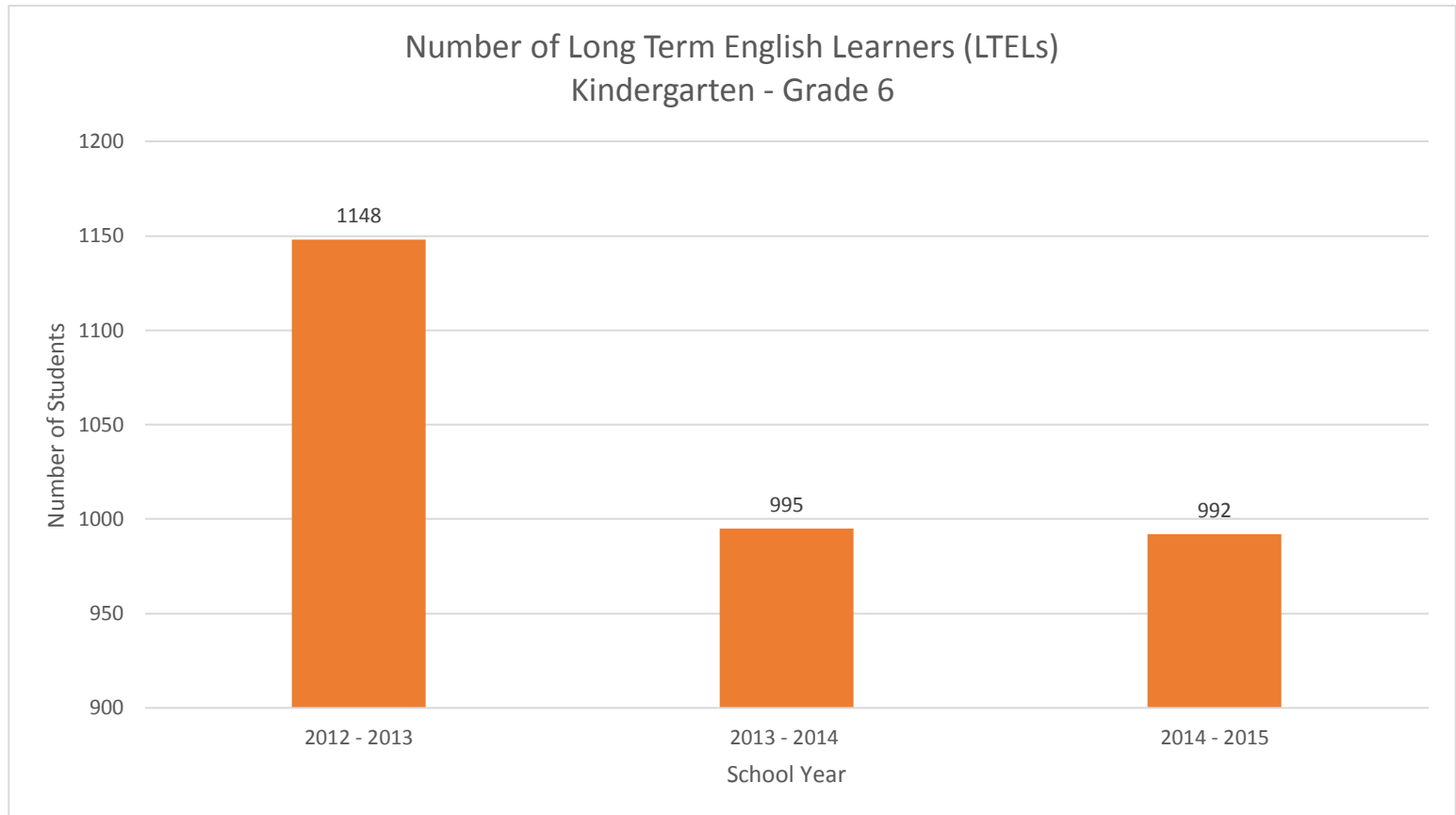
Graph 9e: <u>Long Term English Learner Progress (7 - 12)</u>

Number of Long Term English Learners (LTELs Grades 7 - 12

Number of Students

1700	
1650	1641
1600	
1550	1575
1500	
1450	1486
1400	

2012 - 2013   2013 - 2014   2014 - 2015

School Year
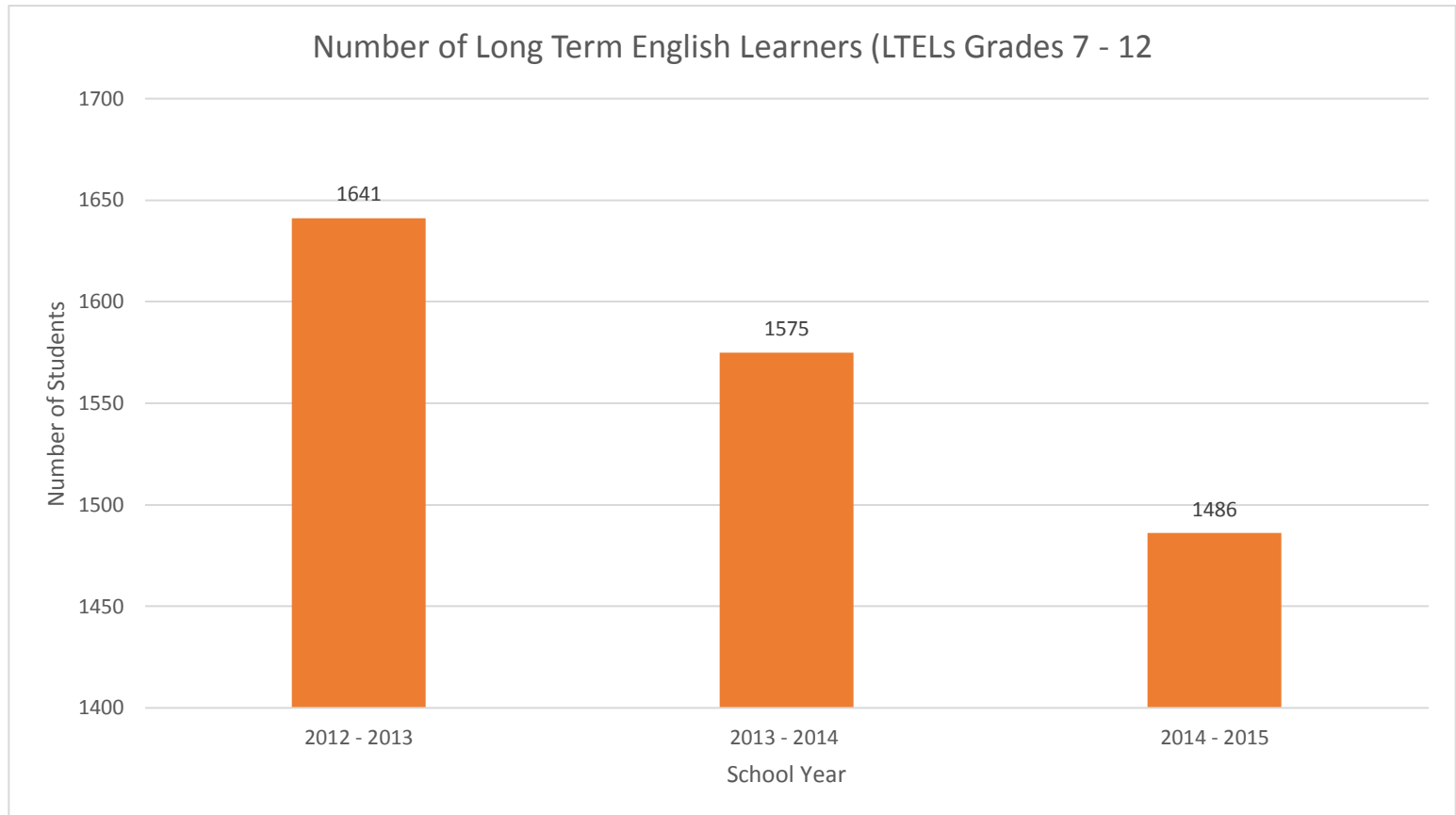
Graph 10: % of students that are college and career ready

4-Year Cohort that Completed "a-g" Requirements
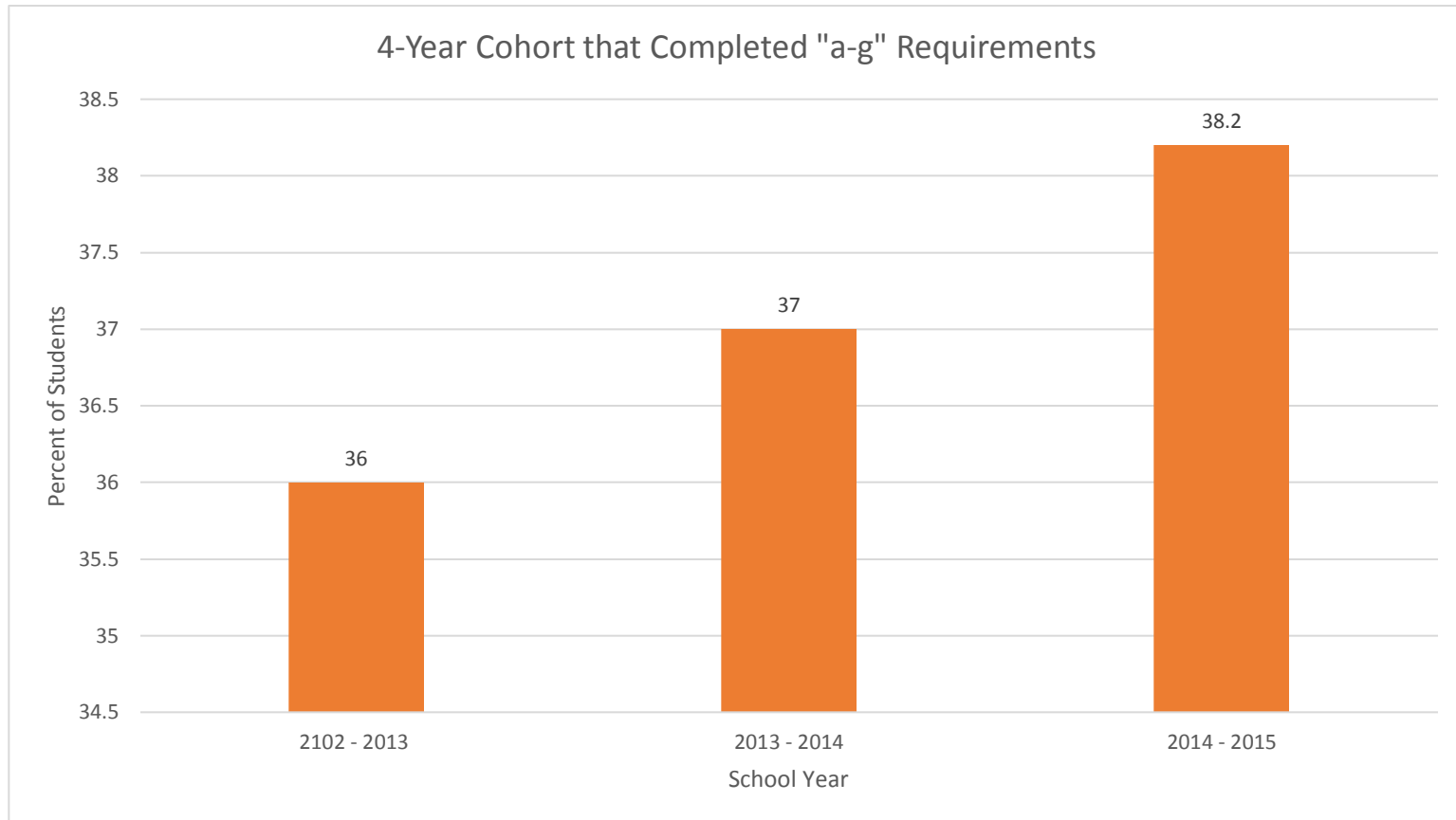
Graph 11a: <u>% of students passing the Advanced Placement exams (3+)</u>

Students who Passed the Advanced Placement Exam with a score of 3 or higher
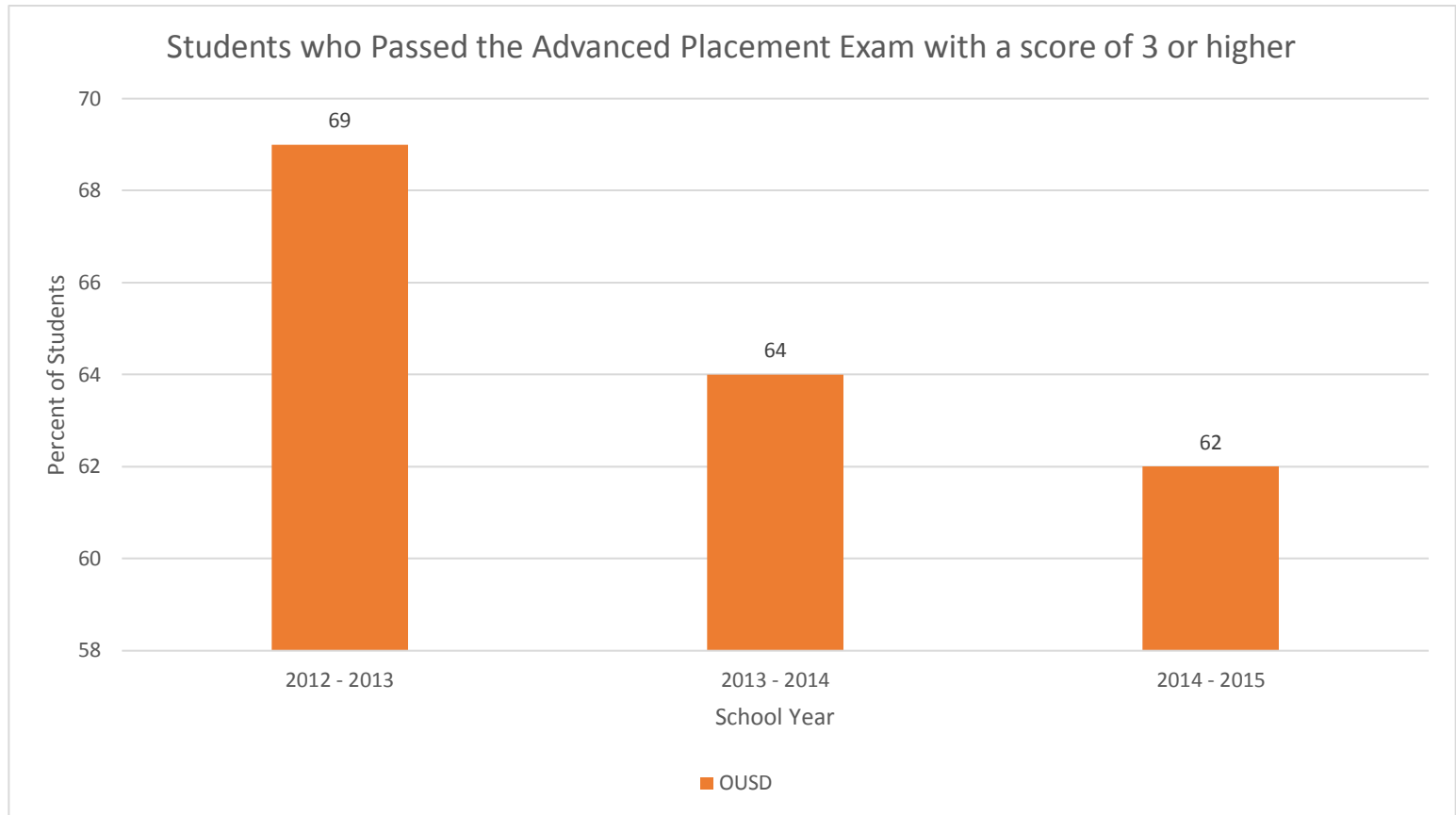
Graph 11b: <u>Additional metrics on Advanced Placement exams</u>
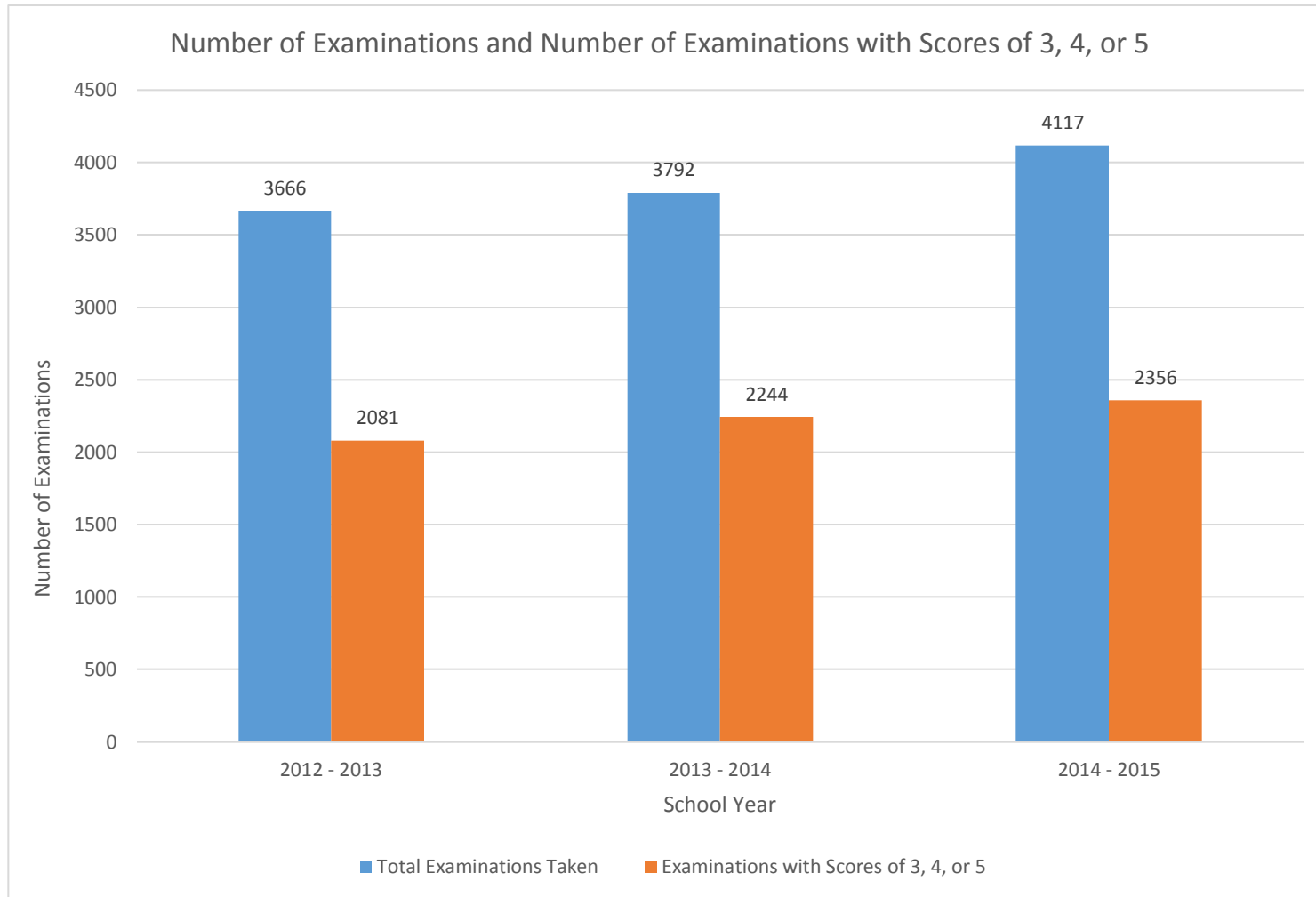
Graph 12a:% of students demonstrating college preparedness (Early Assessment Program exam)

Early Assessment Program (EAP) - ELA
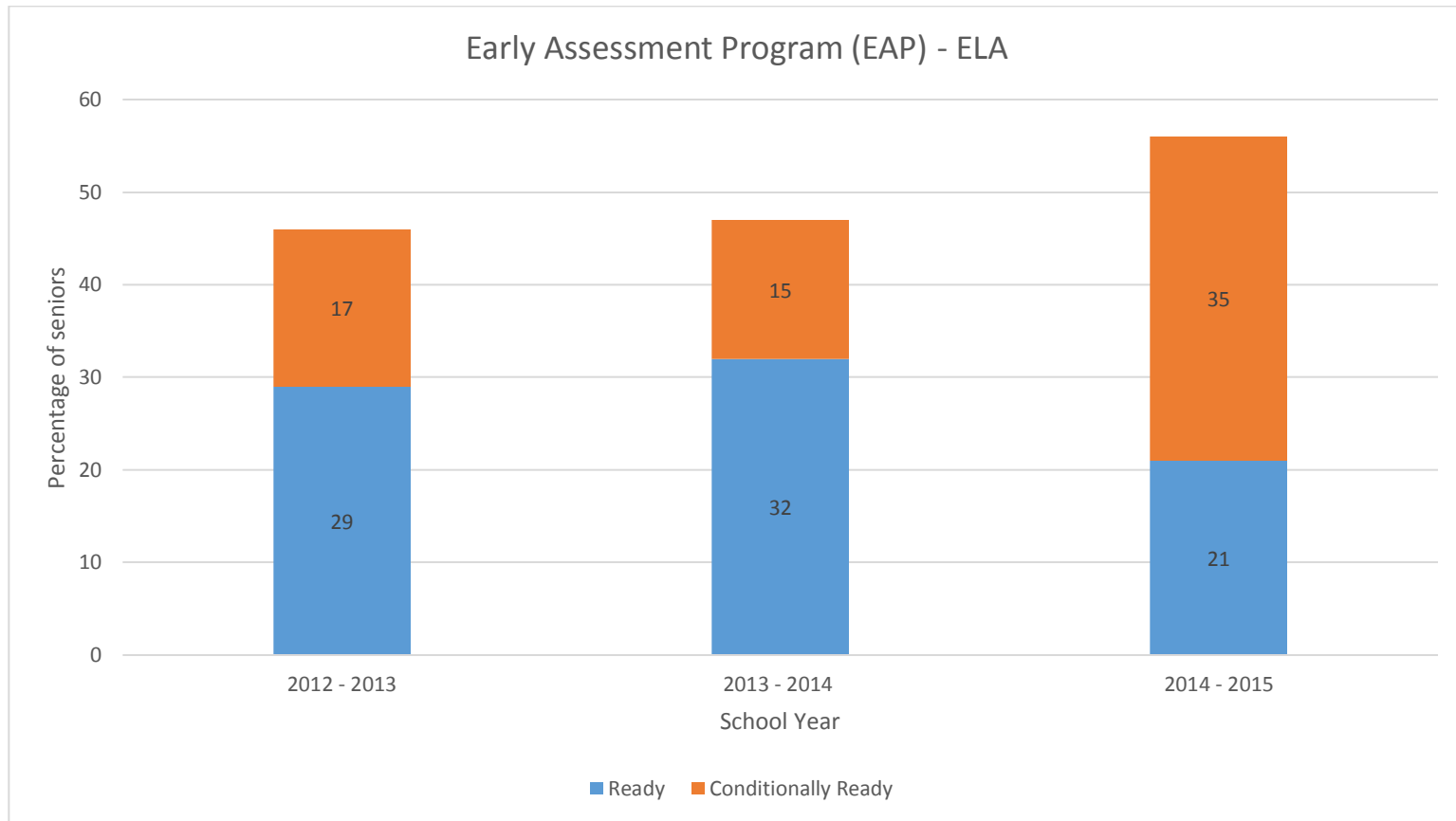
Graph 12b:% of students demonstrating college preparedness (Early Assessment Program exam)

Early Assessment Program (EAP) - Math
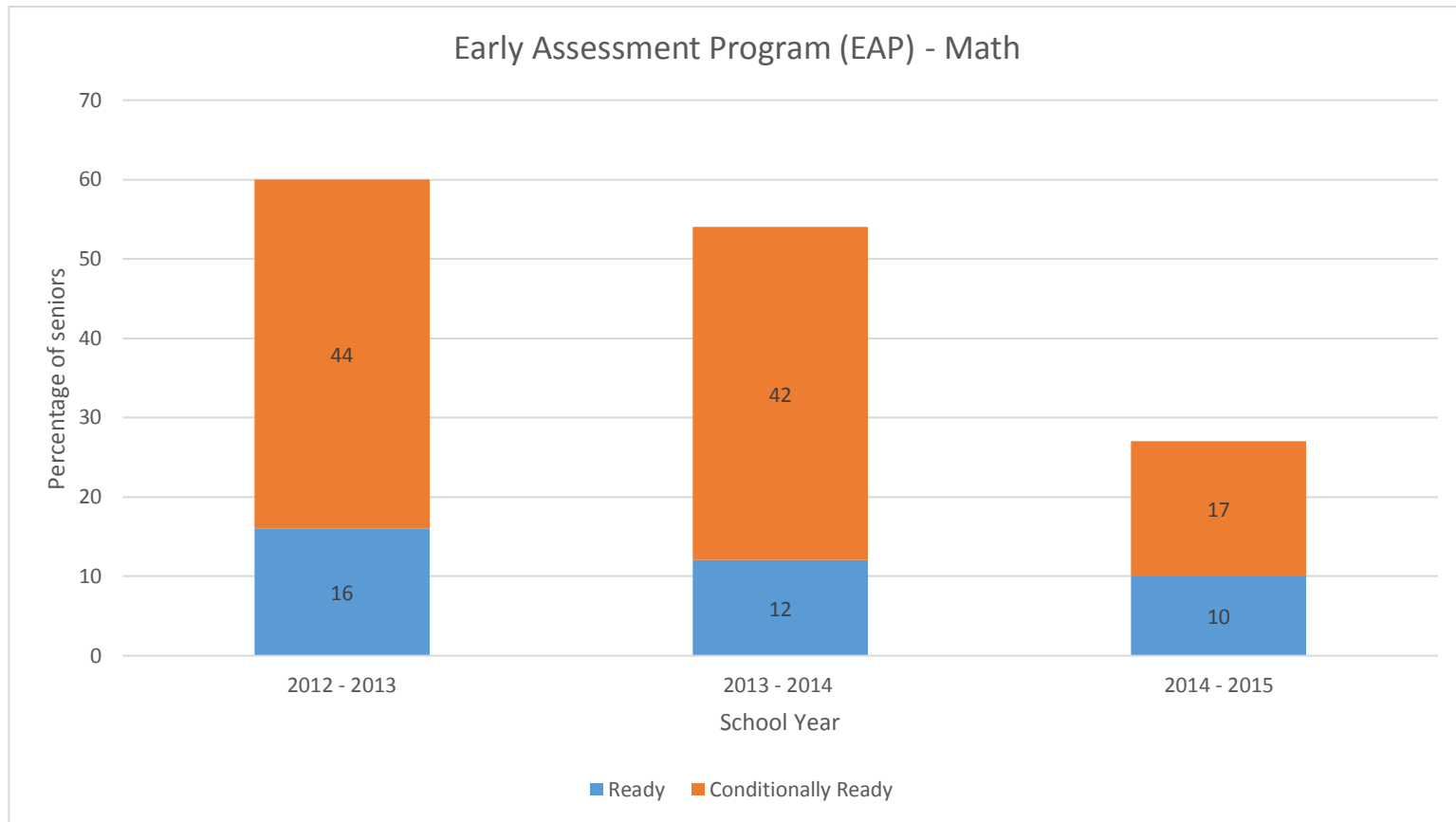
Graph 13: <u>Score on Academic Performance Index</u>

Academic Performance Index (API) by Subgroup

Other Pupil Outcomes

Graph 14a: <u>Other indicators of pupil performance in required areas of study</u>

OUSD CELDT Scores

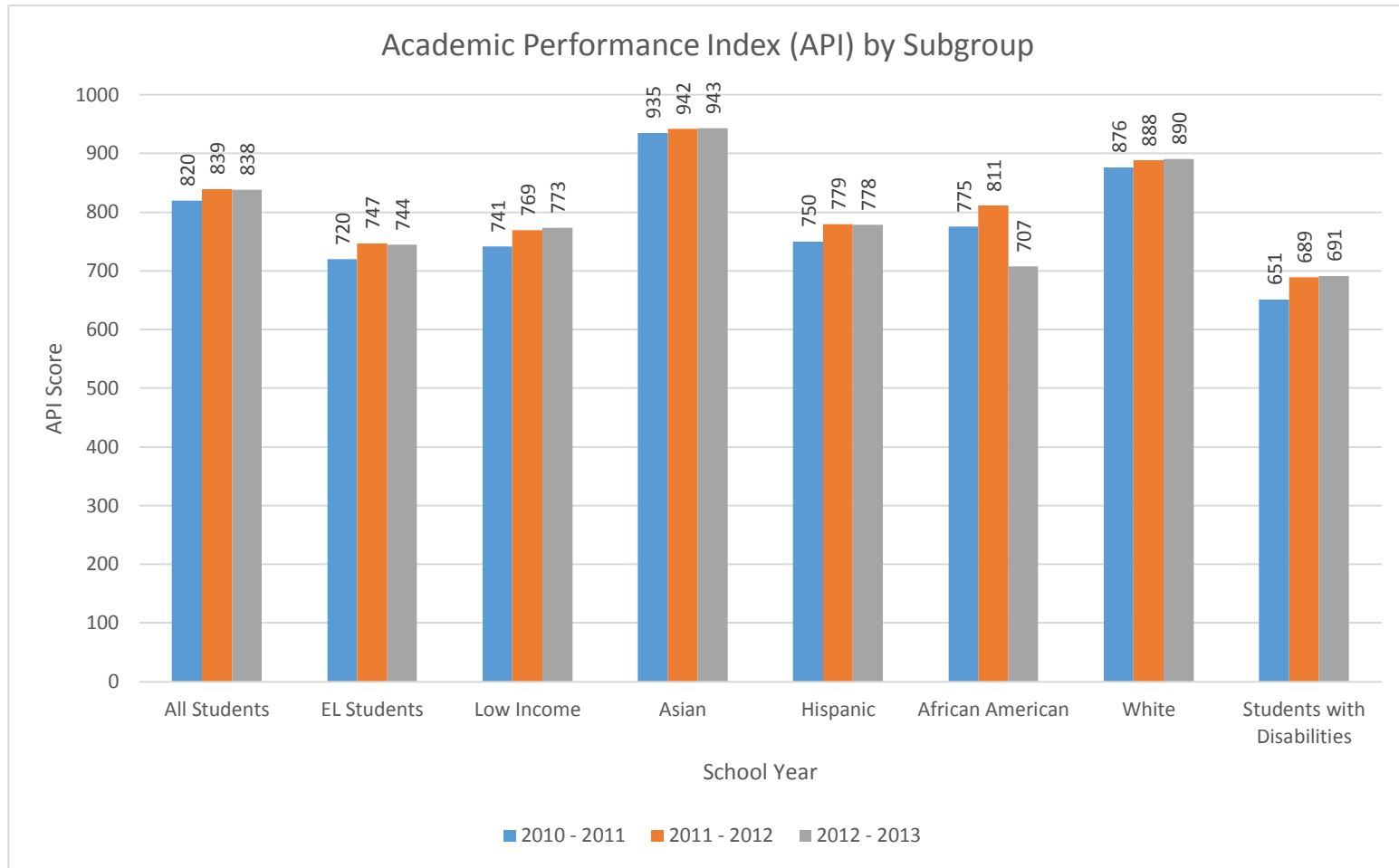| Level	2012-2013	2013-2014	2014-2015
Beginning (1)	4%	5%	6%
Early Intermediate (2)	11%	10%	9%
Intermediate (3)	32%	32%	31%
Early Advanced (4)	38%	38%	39%
Advanced (5)	15%	15%	16%
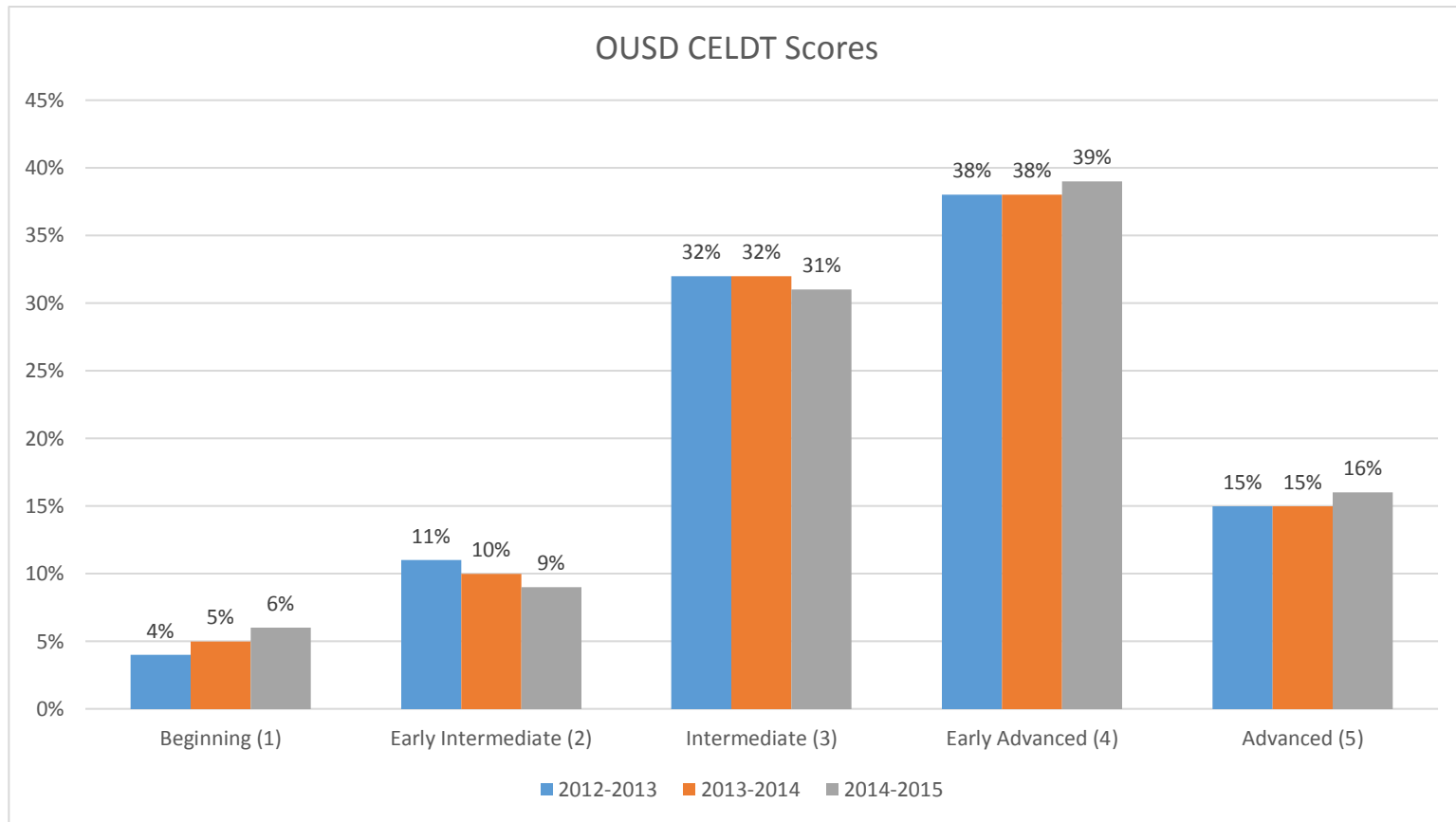
Graph 14b: Other indicators of pupil performance in required areas of study

California High School Exit Exam (CAHSEE) Percentafe of Passing in Grade 10
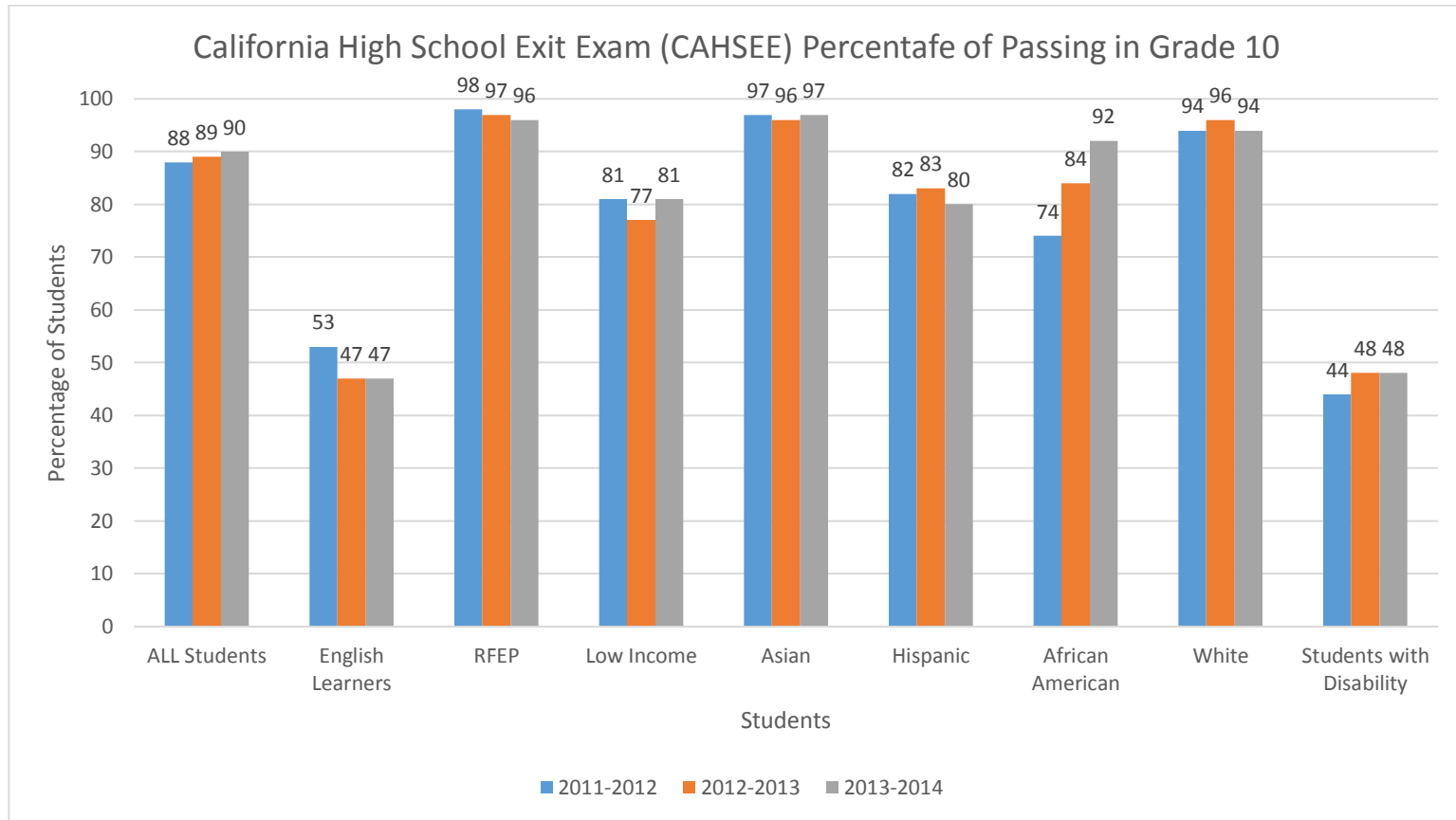
Graph 14c: <u>Other indicators of pupil performance in required areas of study</u>

% of students leaving elementary school proficient or advanced in Reading and Mathematics Fluency*
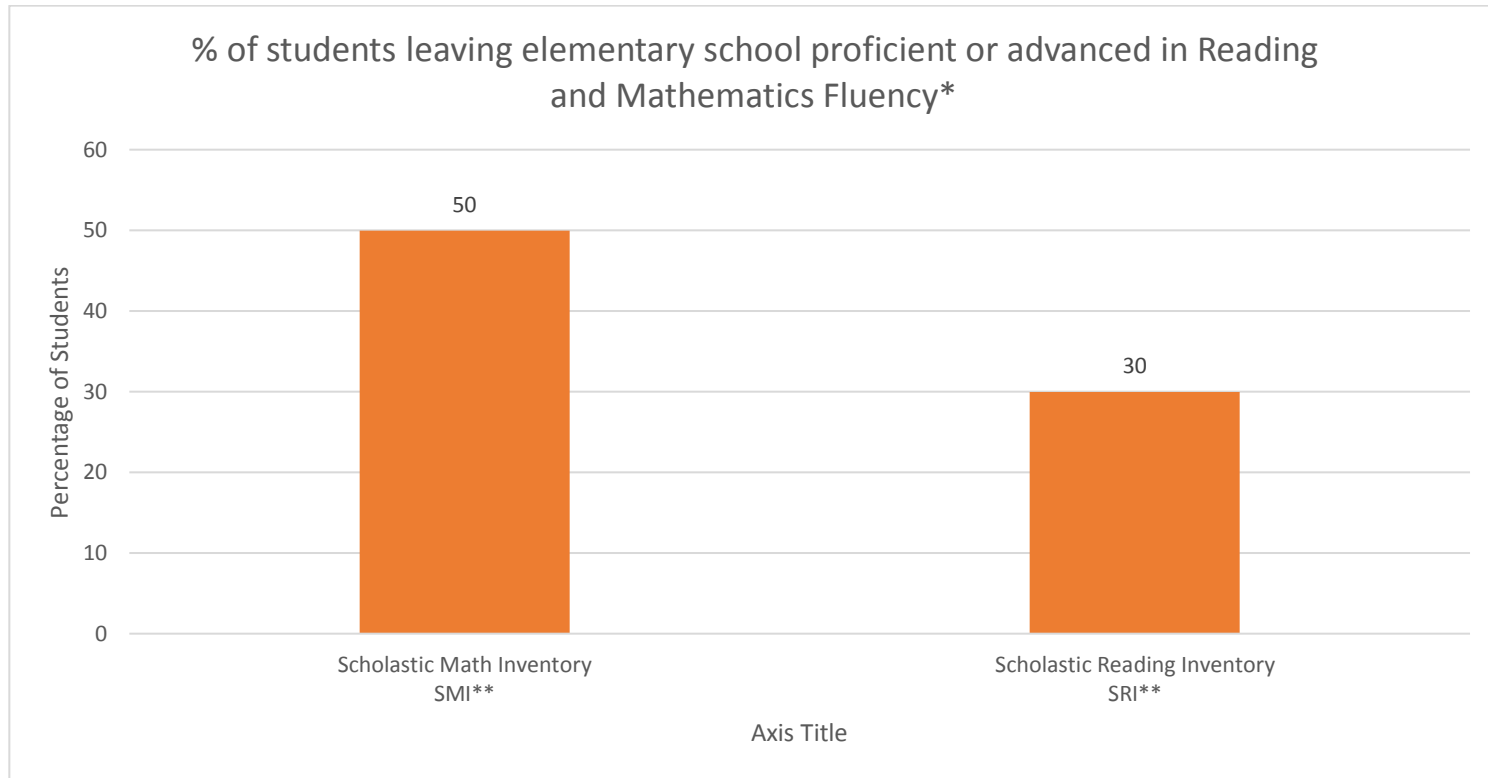
* (6th grade except for Lampson, McPherson, and California for which it is 5th grade)

**This is the baseline data.

Graph 14d: Other indicators of pupil performance in required areas of study

State Seal of Biliteracy
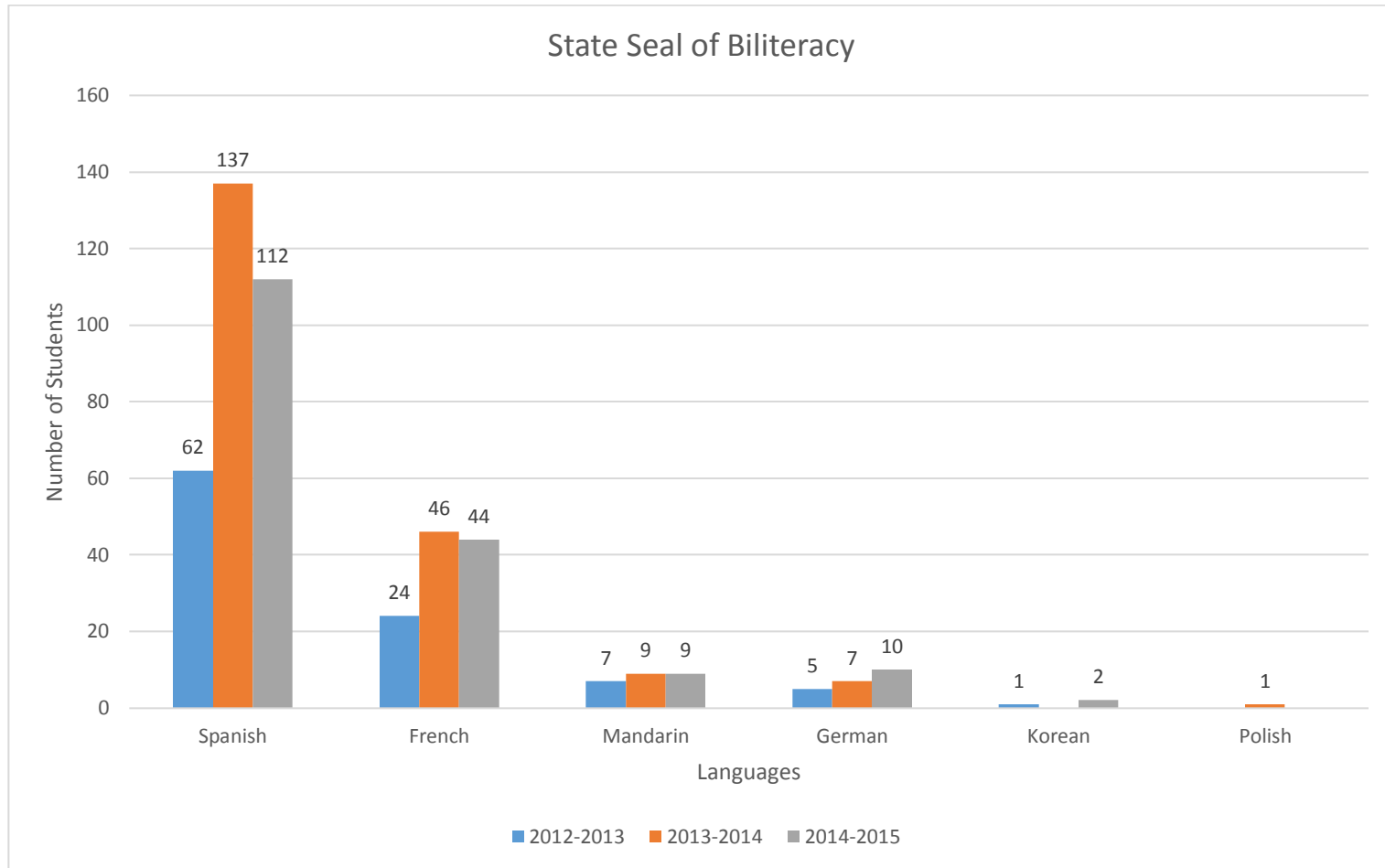
Parental Involvement

Graph 15: <u>Efforts to seek parent input</u>
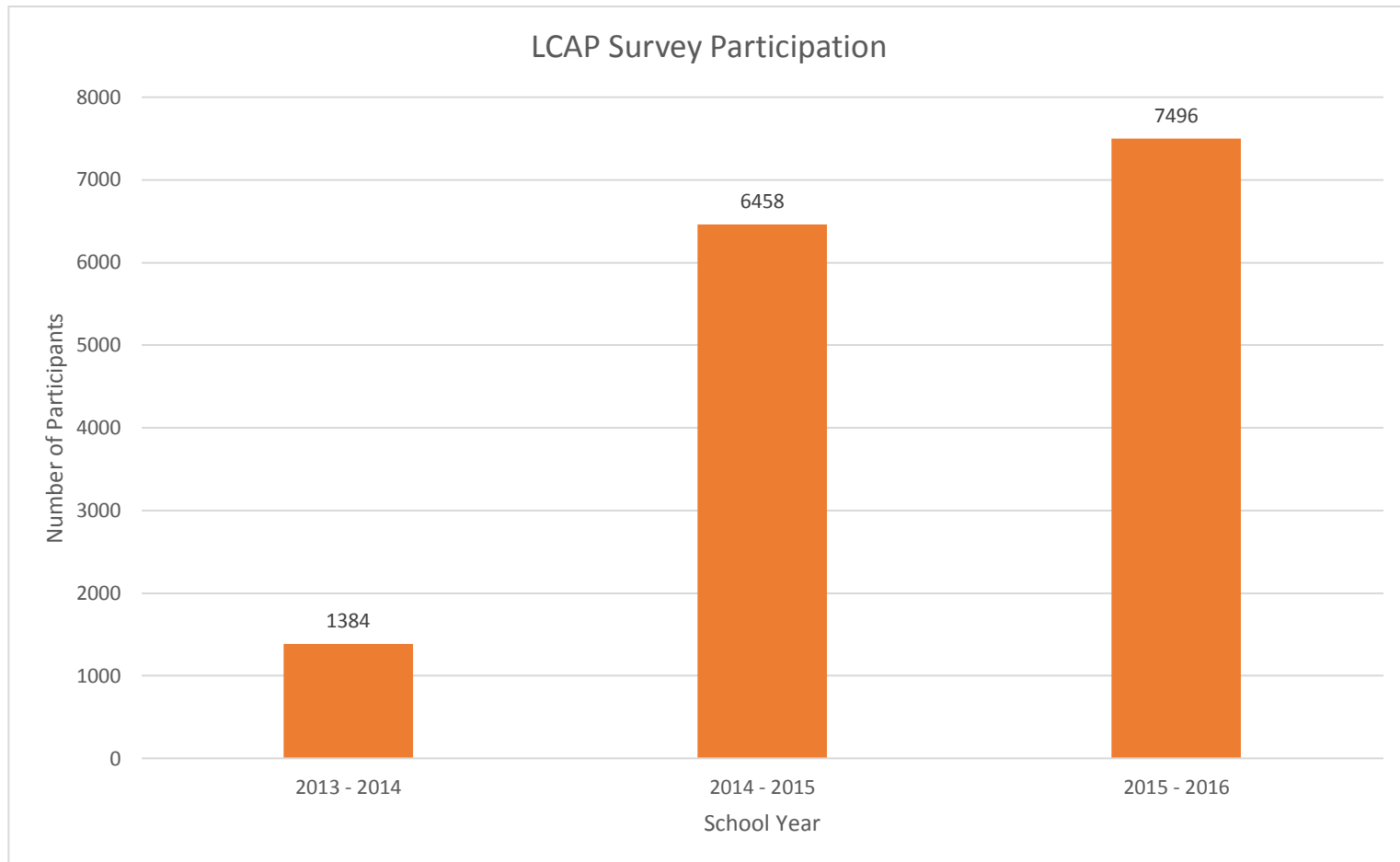
Graph 16a: Promotion of parental participation
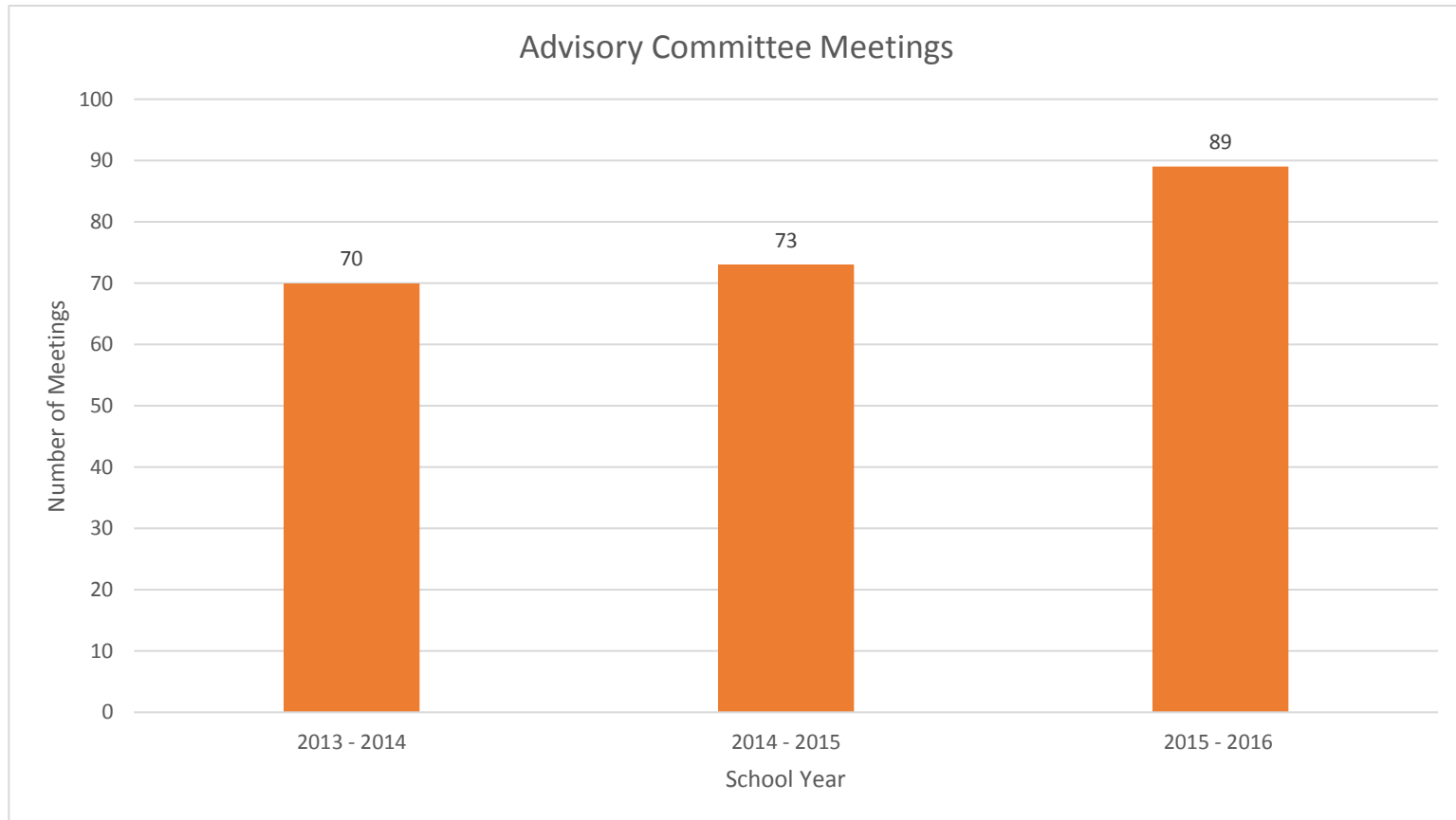
Graph 16b: <u>Promotion of parental participation</u>

OUSD Community Science Night
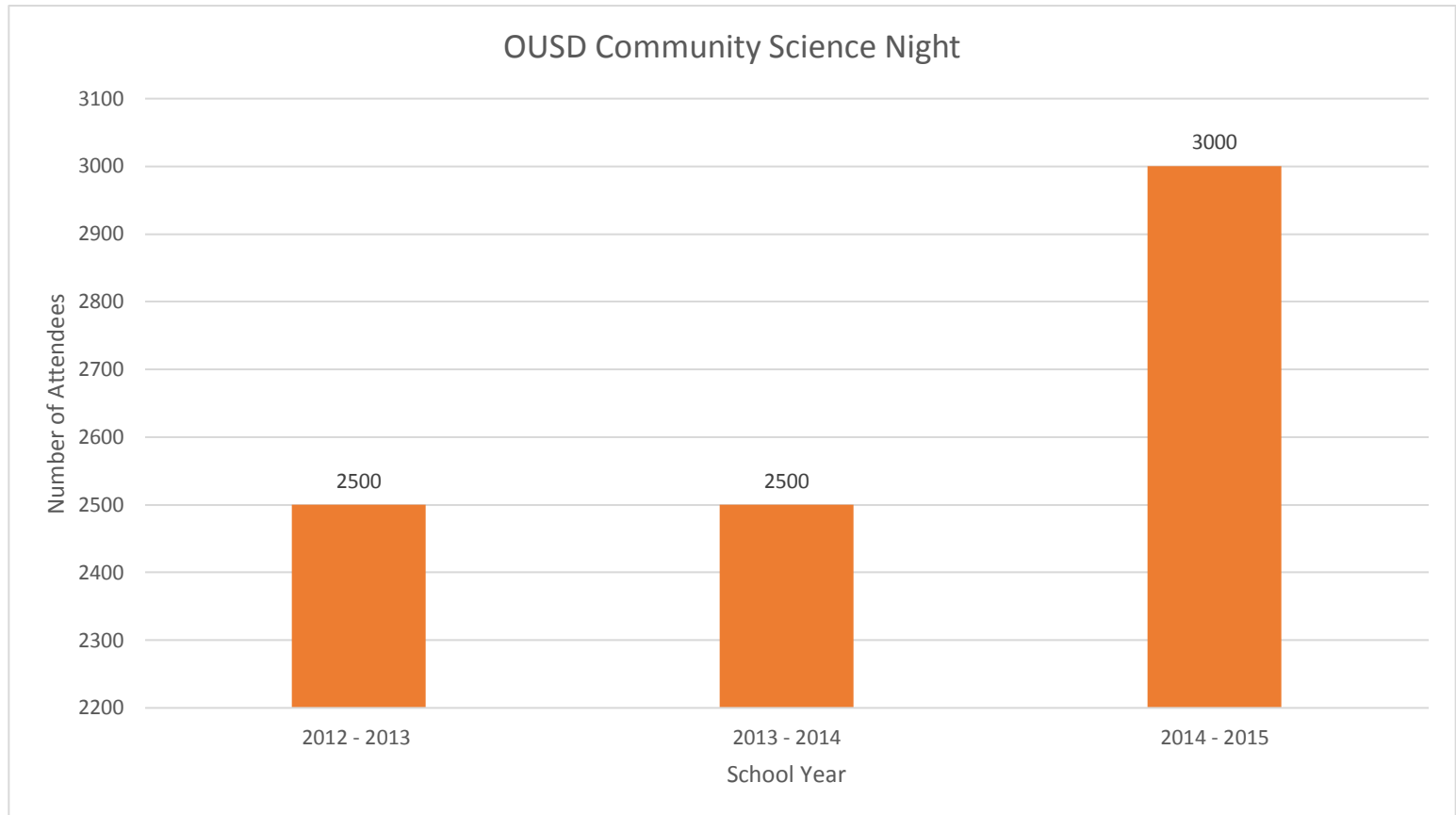
Pupil Engagement

Graph 17a: School attendance rates
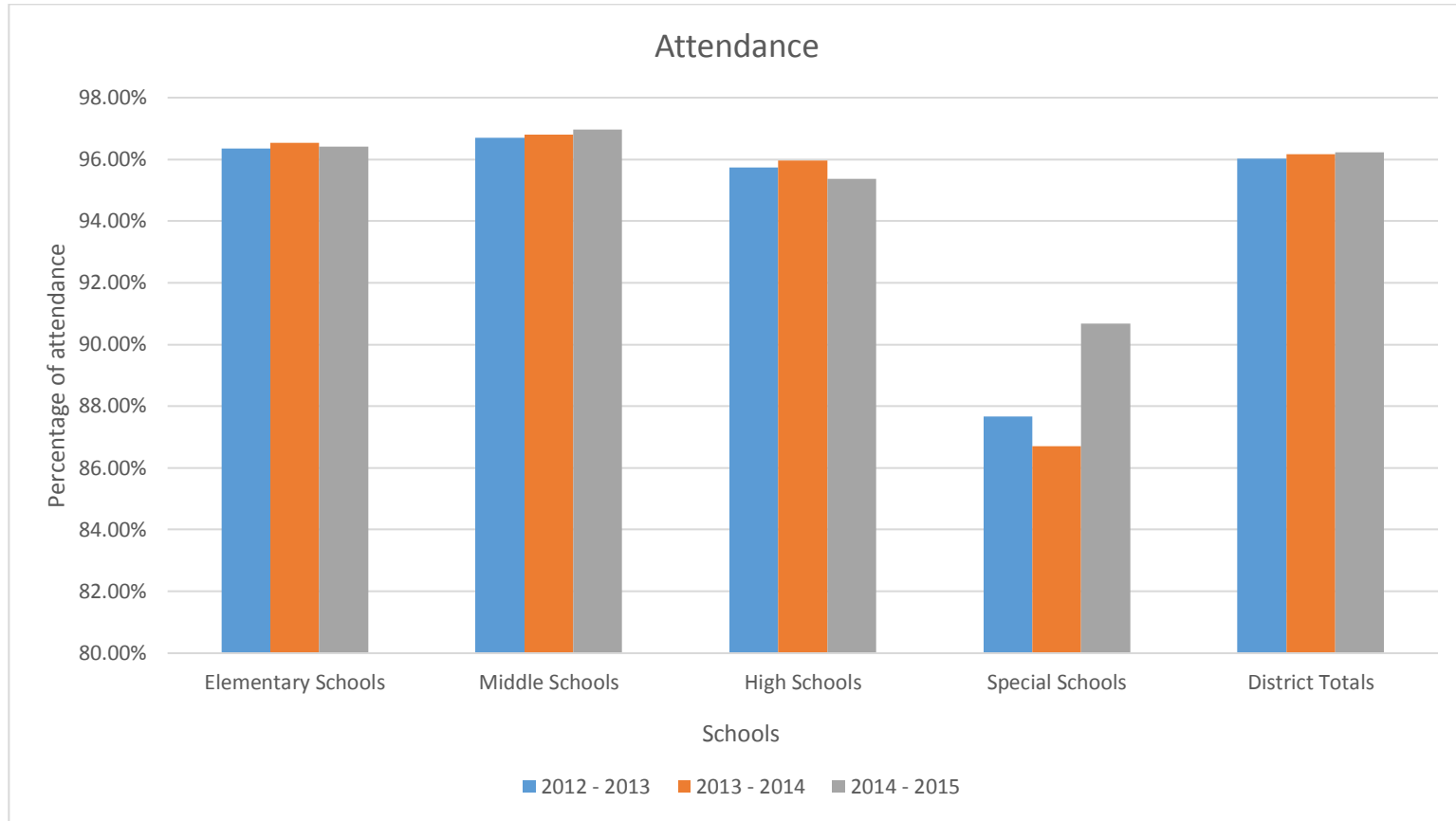
Graph 17b: <u>School attendance rates</u>

Truancy Rates

Percentage of Students Truant

School Year	OUSD	Orange County	California
2012 - 2013	3.15%	20.09%	29.28%
2013 - 2014	13.47%	22.57%	31.14%
2014-2015	14.84%	23.68%	31.43%

■ OUSD ■ Orange County ■ California
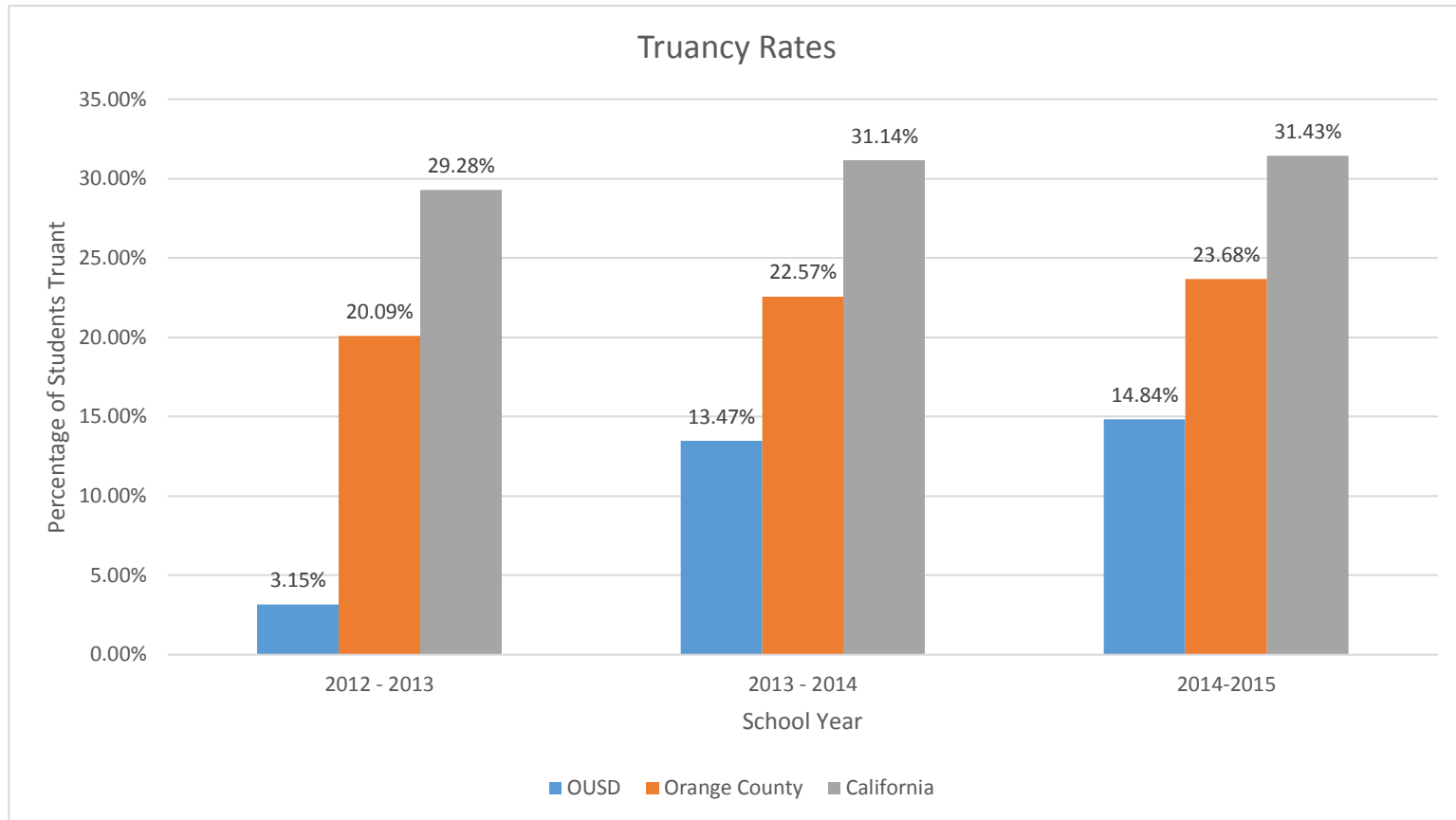
Graph 18: <u>Chronic absenteeism</u>

Chronic Absenteeism Rates

Legend: 2012 2013 | 2013 - 2014 | 2014 - 2015

Students	2012 2013	2013 - 2014	2014 - 2015
All Students	9.7	8.5	8.9
Foster Youth*			12
Homeless*			25
English Learner	6.8	8.3	8.2
Socio Economically Disadvantaged	12	10.5	9.8
Special Education	18.6	16.4	15.7

Y-axis: Percentage of Chronic Absenteeism
X-axis: Students
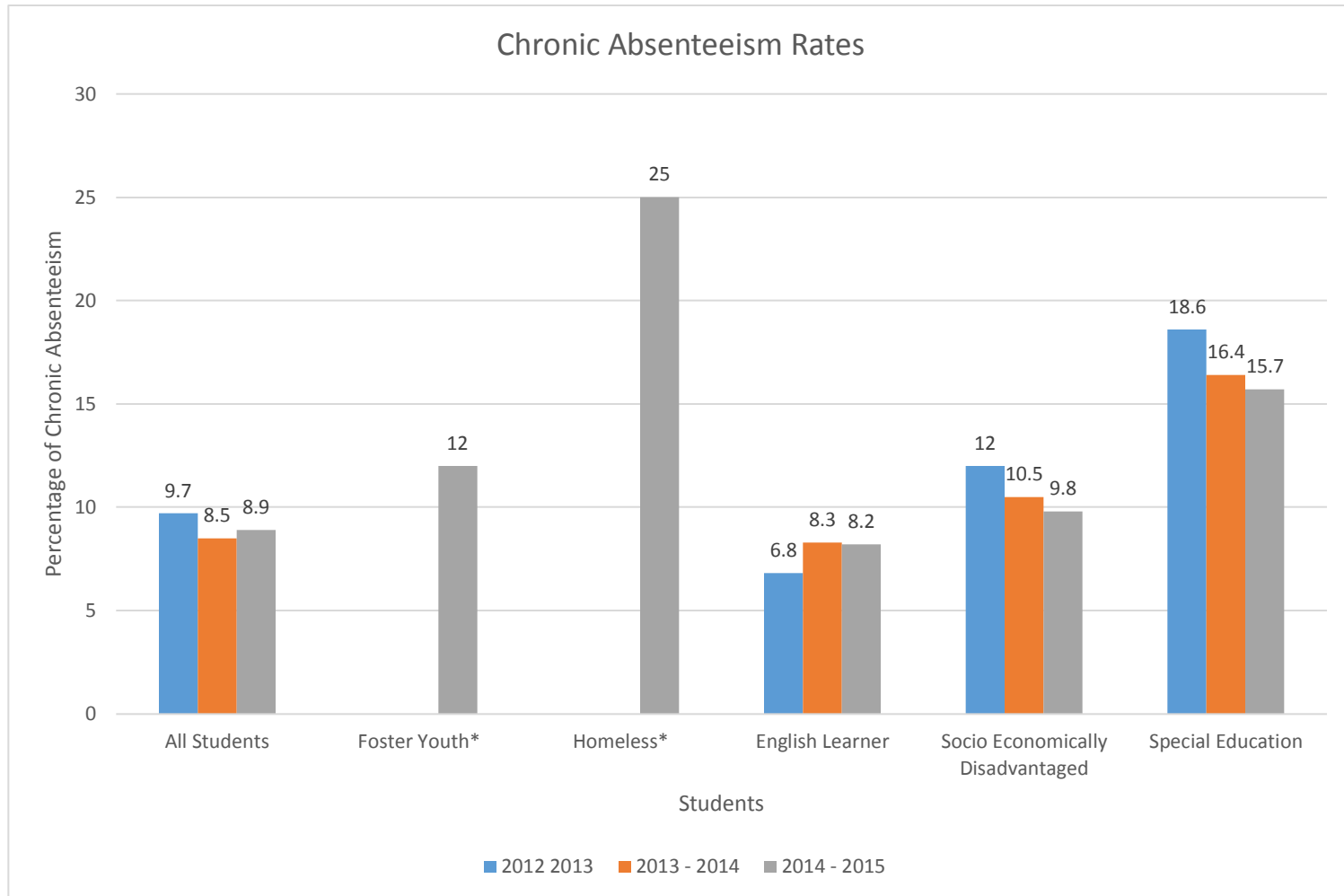
Graph 19: <u>Middle school dropout rates</u>
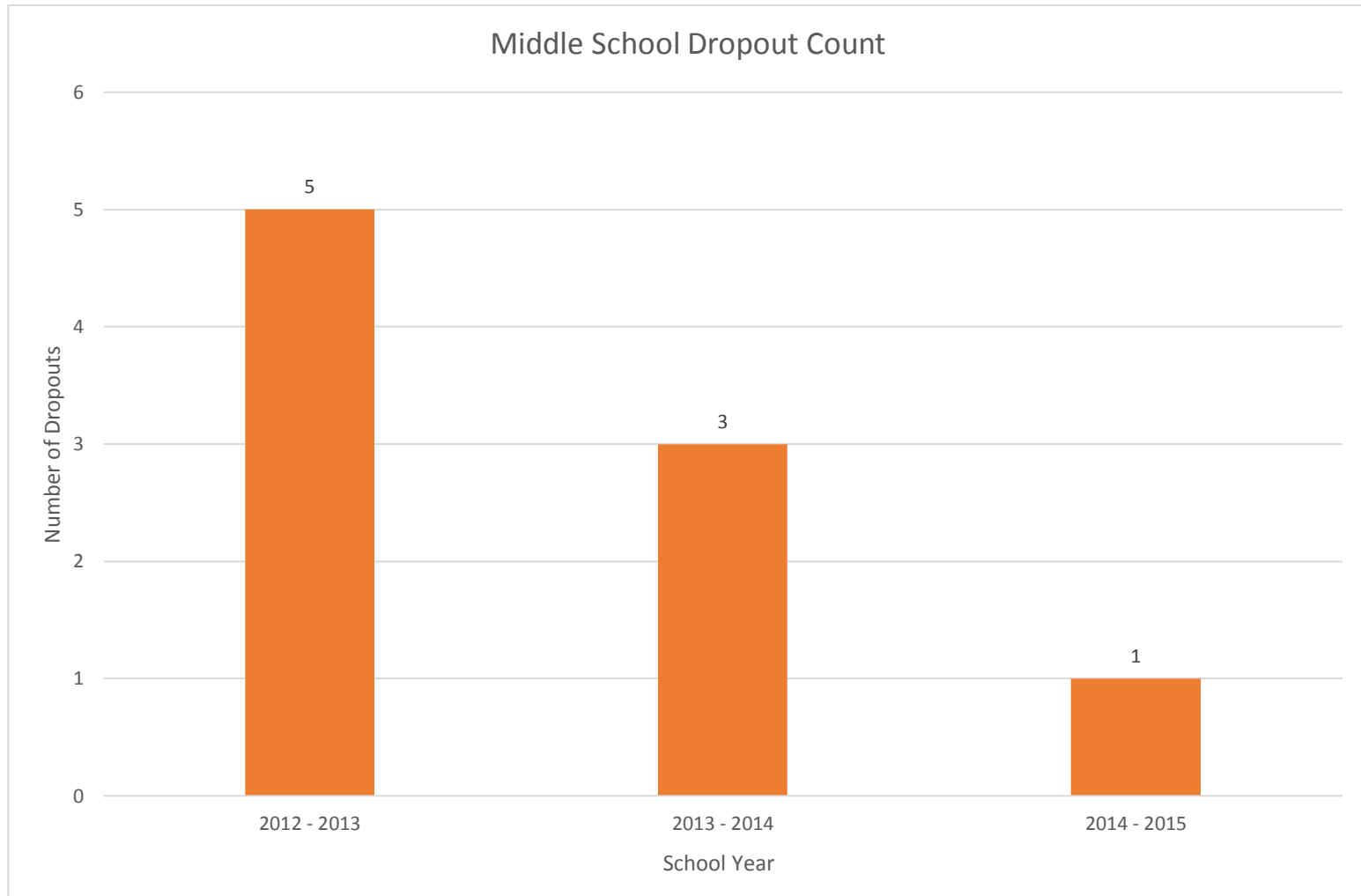
Graph 20: High school dropout rates

Cohort Dropout Data from DataQuest
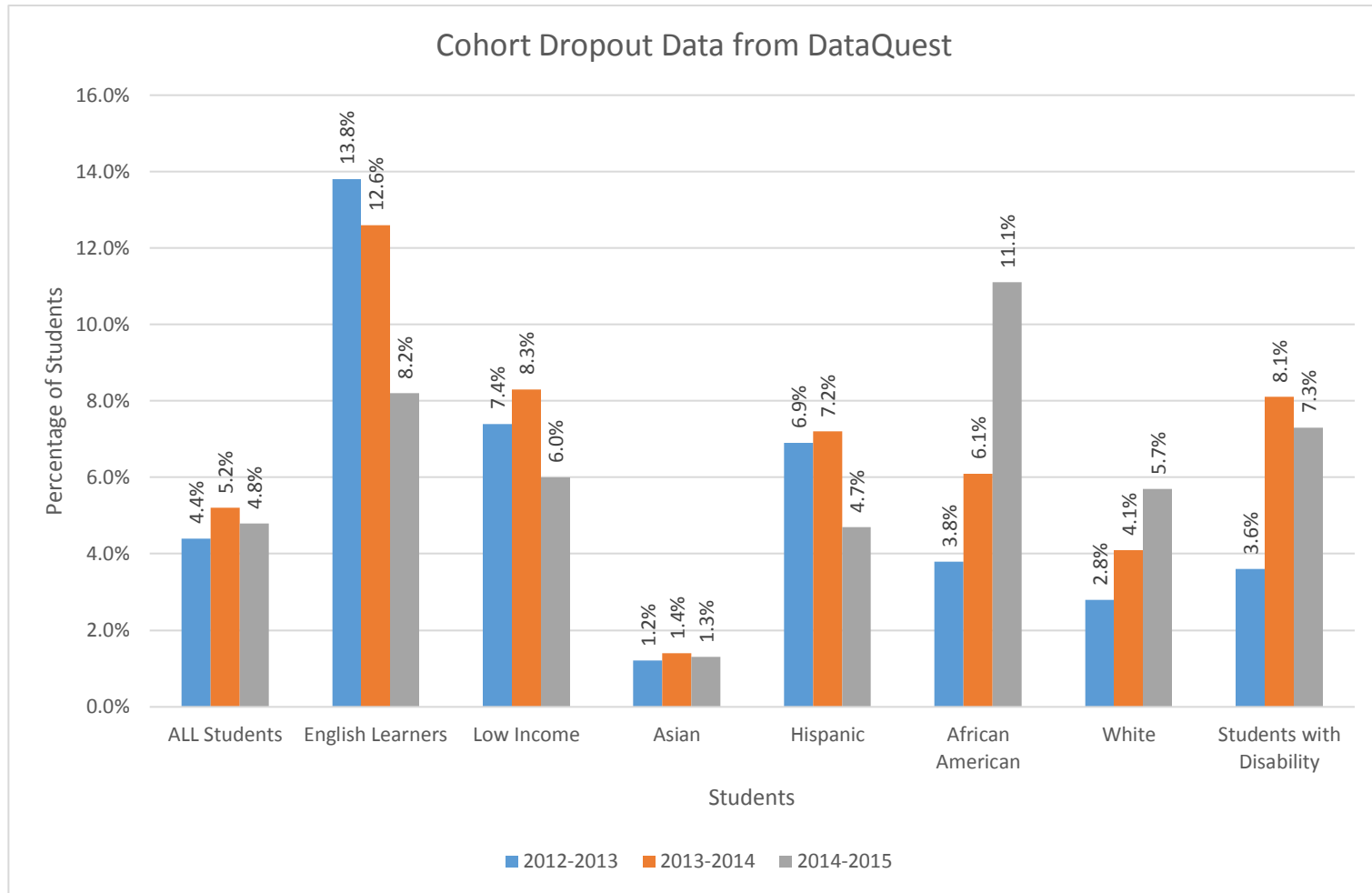
Graph 21: High school graduation rates

Corhort High School Graduation Rate from DataQuest
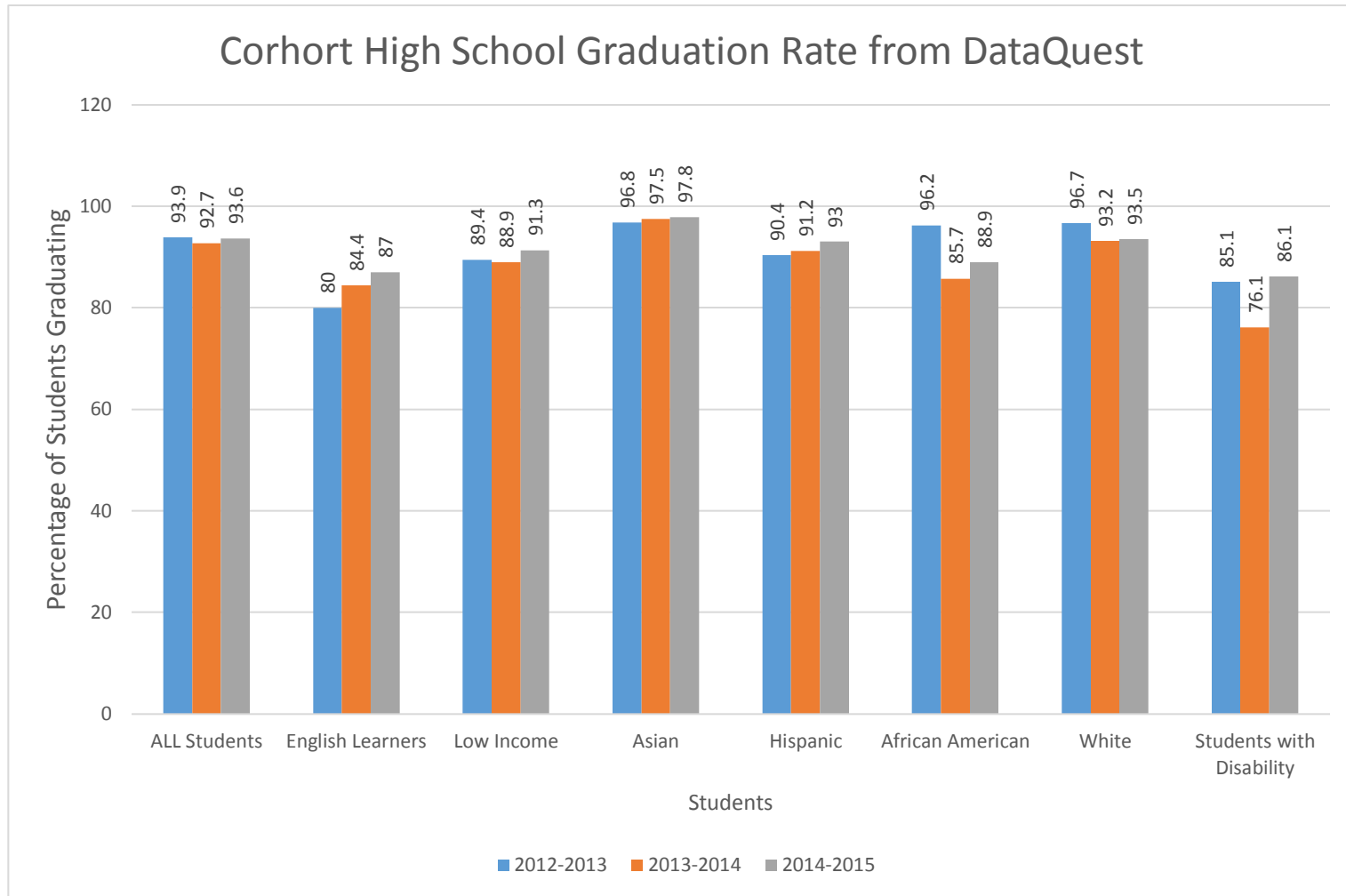
School Climate

Graph 22: Student suspension rates

Graph 23: <u>Student expulsion rates</u>

Expulsions
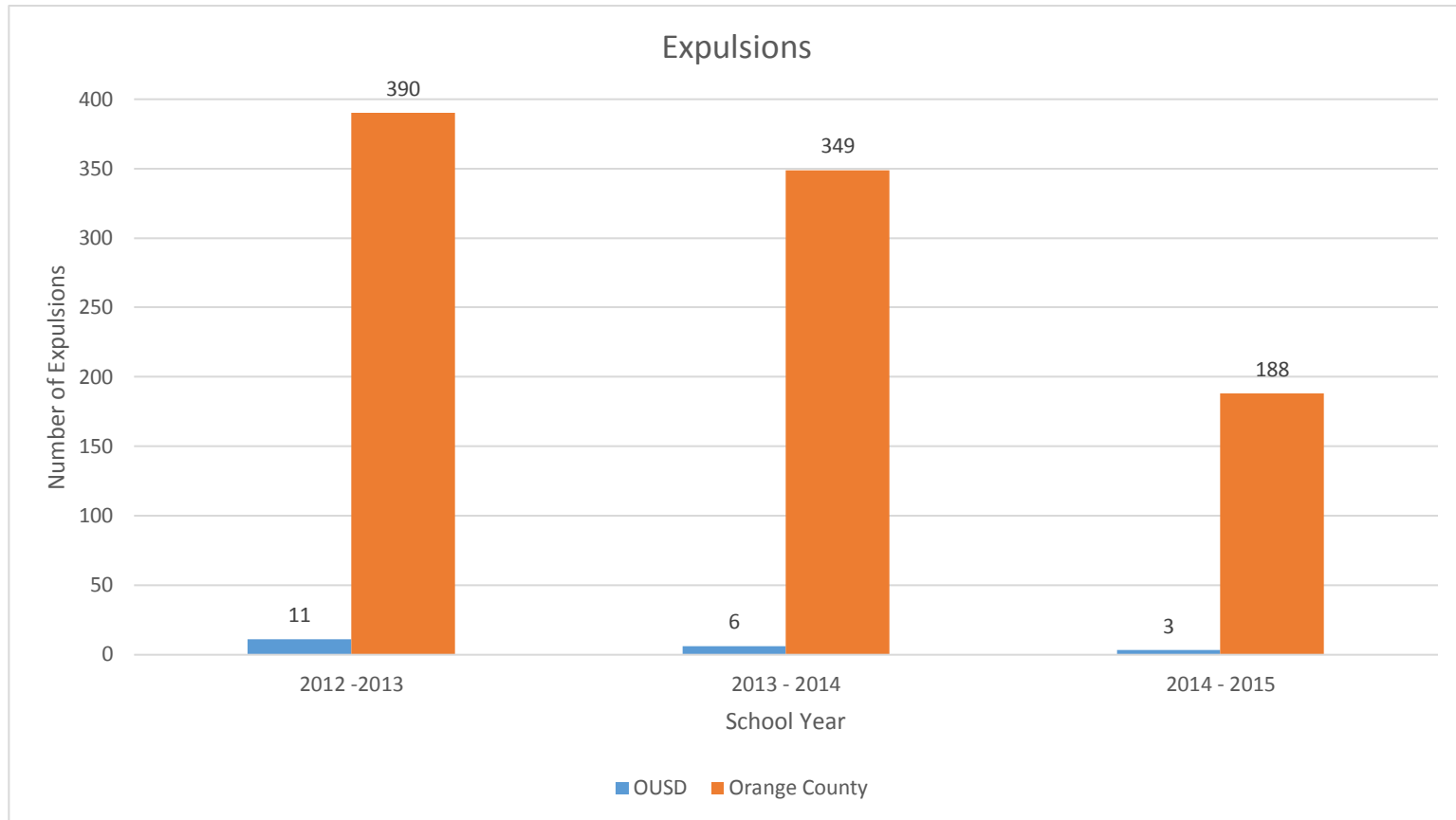
Graph 24a: <u>Other local measures</u>

Elementary Schools Participating in PBIS
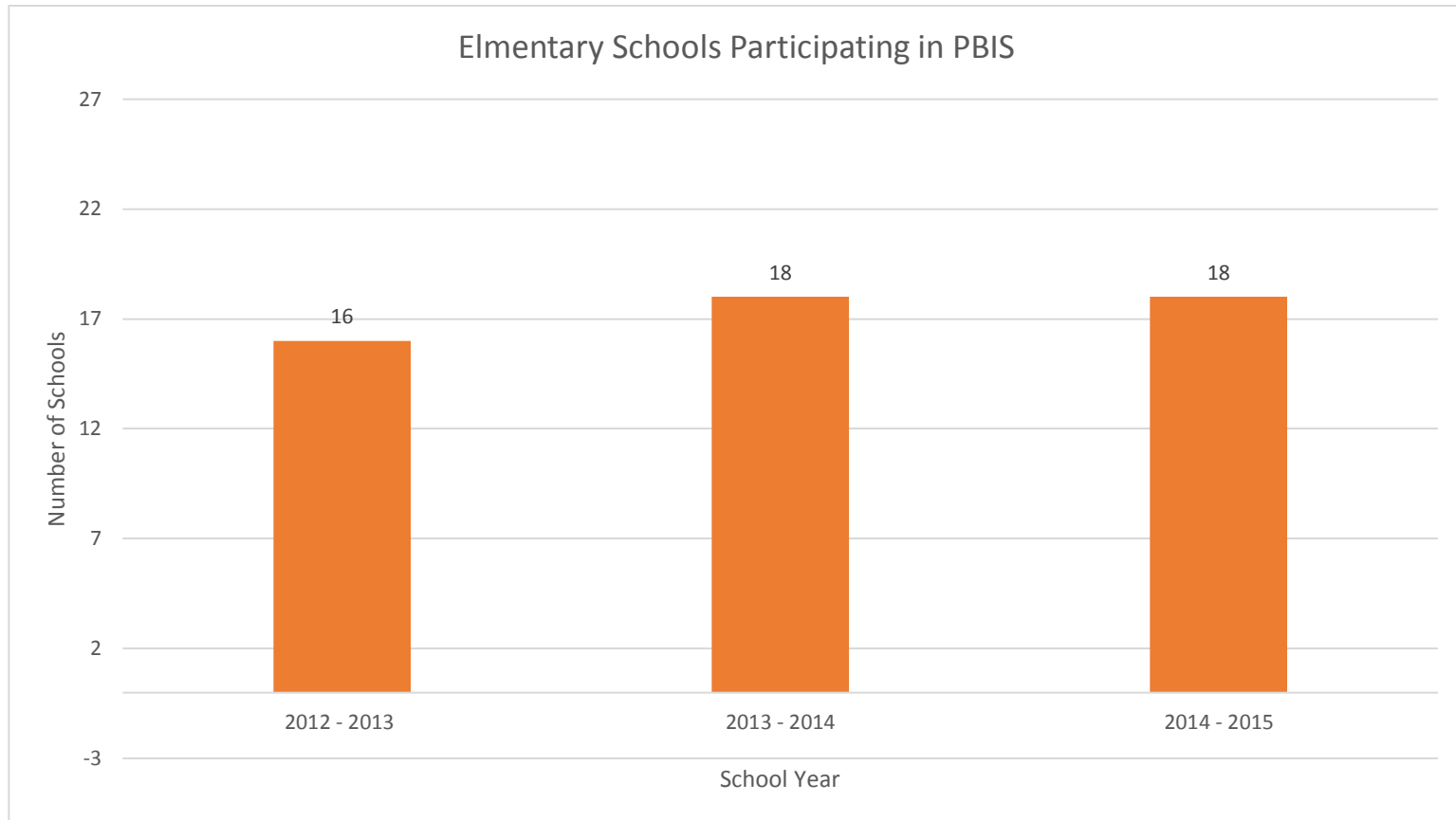
Graph 24b: <u>Other local measures</u>

Middle Schools Participating in PBIS
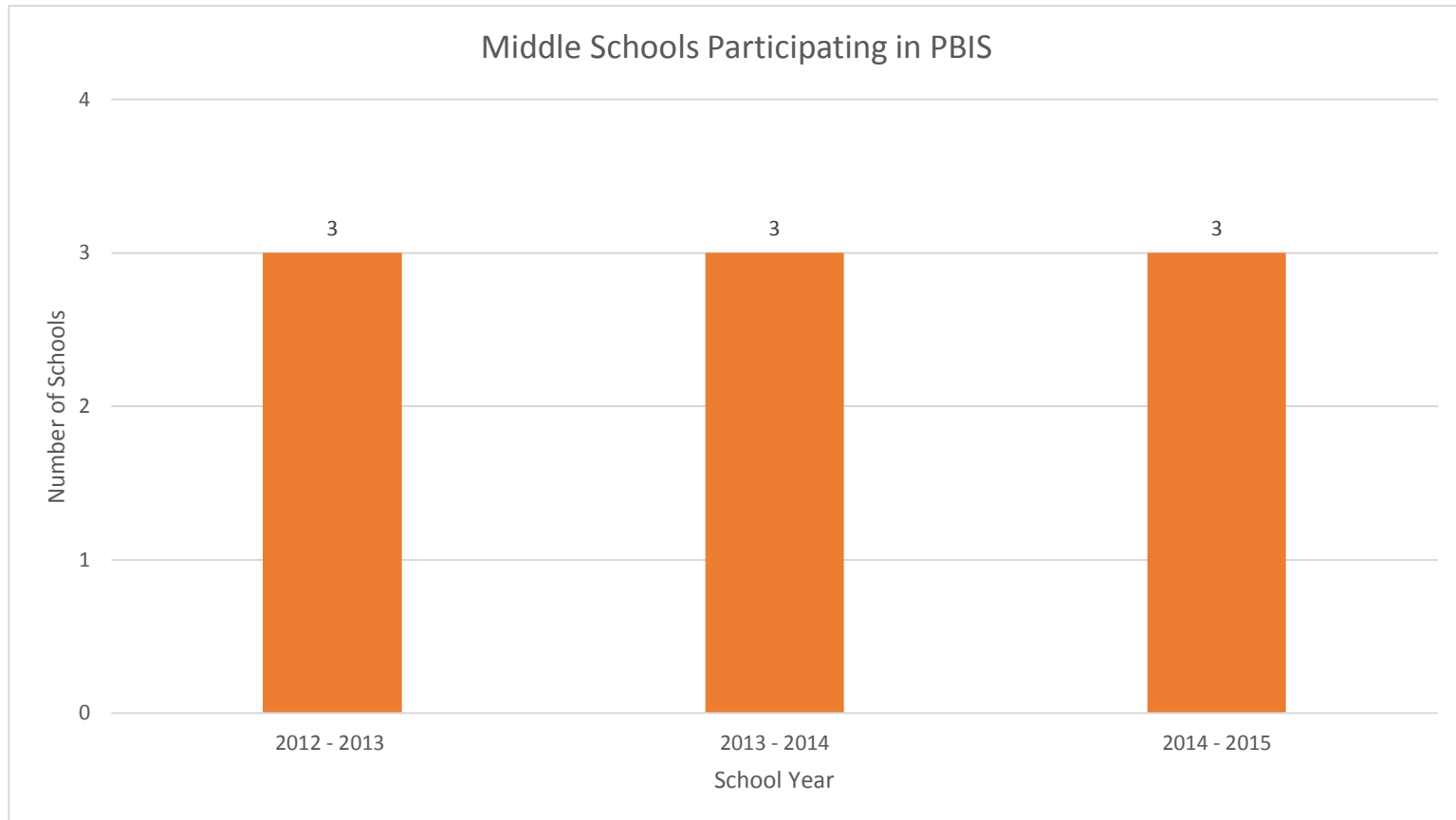
Graph 24c: <u>Other local measures</u>
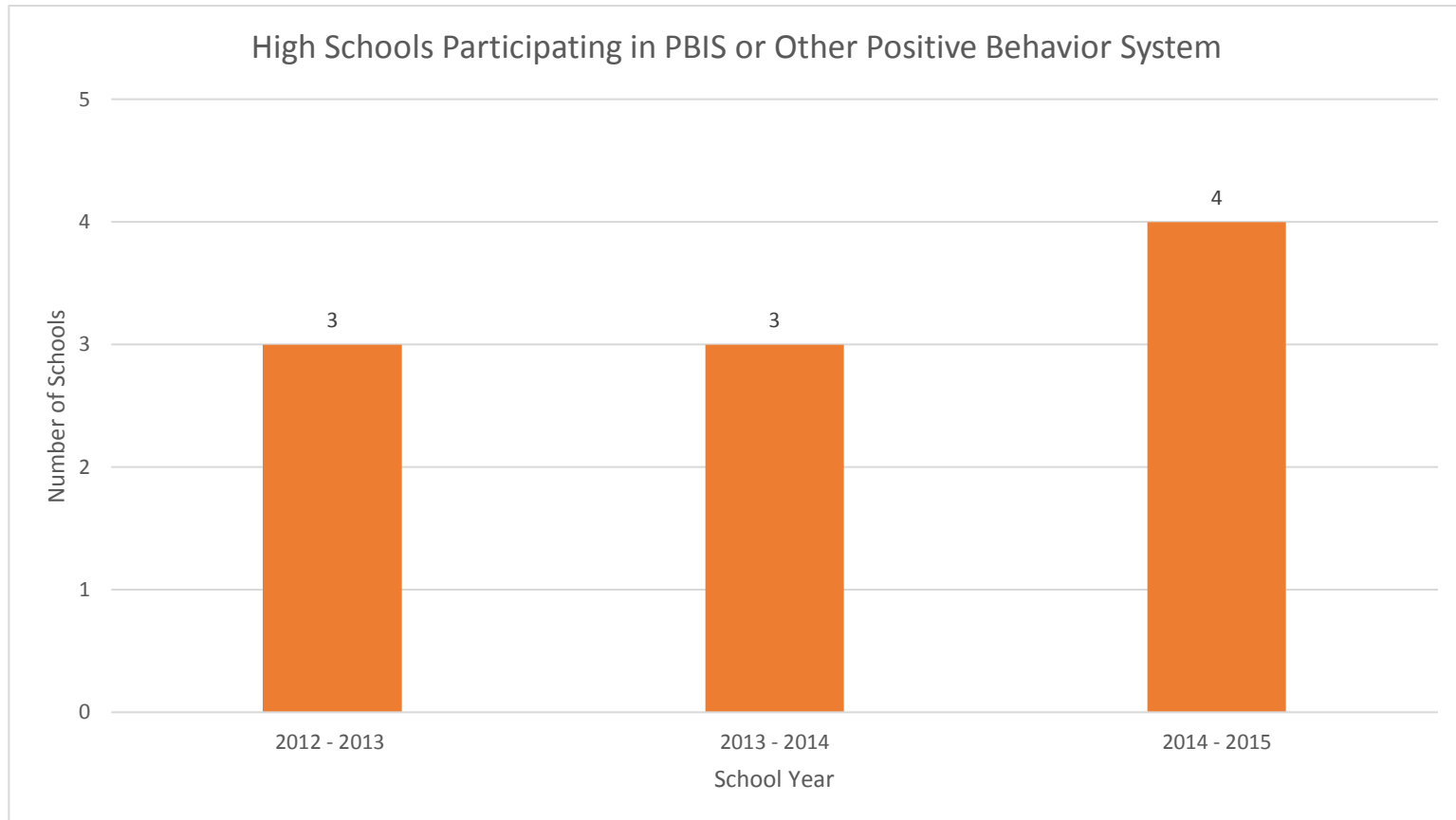
Graph 24d: <u>Other local measures</u>
<u>School Developmental Supports, Connectedness, and Motivation</u>

Percent of students scoring	Grade 4			Grade 5		
High, Moderate, and Low (%)	H	M	L	H	M	L
School Environment						
Total school supports	58	41	2	57	40	3
Caring adult in school	64	34	1	61	36	3
High expectations - adults in school	63	35	2	63	35	2
Meaningful participation at school	24	66	10	22	67	11
School Connectedness	64	35	2	62	36	3
Academic Motivation	48	41	11	49	39	12

*Data from the 2014-2015 CHKS grades 4 and 5

Graph 24e: Other local measures
School Developmental Supports, Connectedness, and Motivation

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	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
Community Environment												
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
School Connectedness Scale	52	39	10	46	43	11	40	47	13	30	54	17

*Data from the 2014-2015 CHKS grades 7, 8 and 11.

Graph 24f: <u>Other local measures</u>
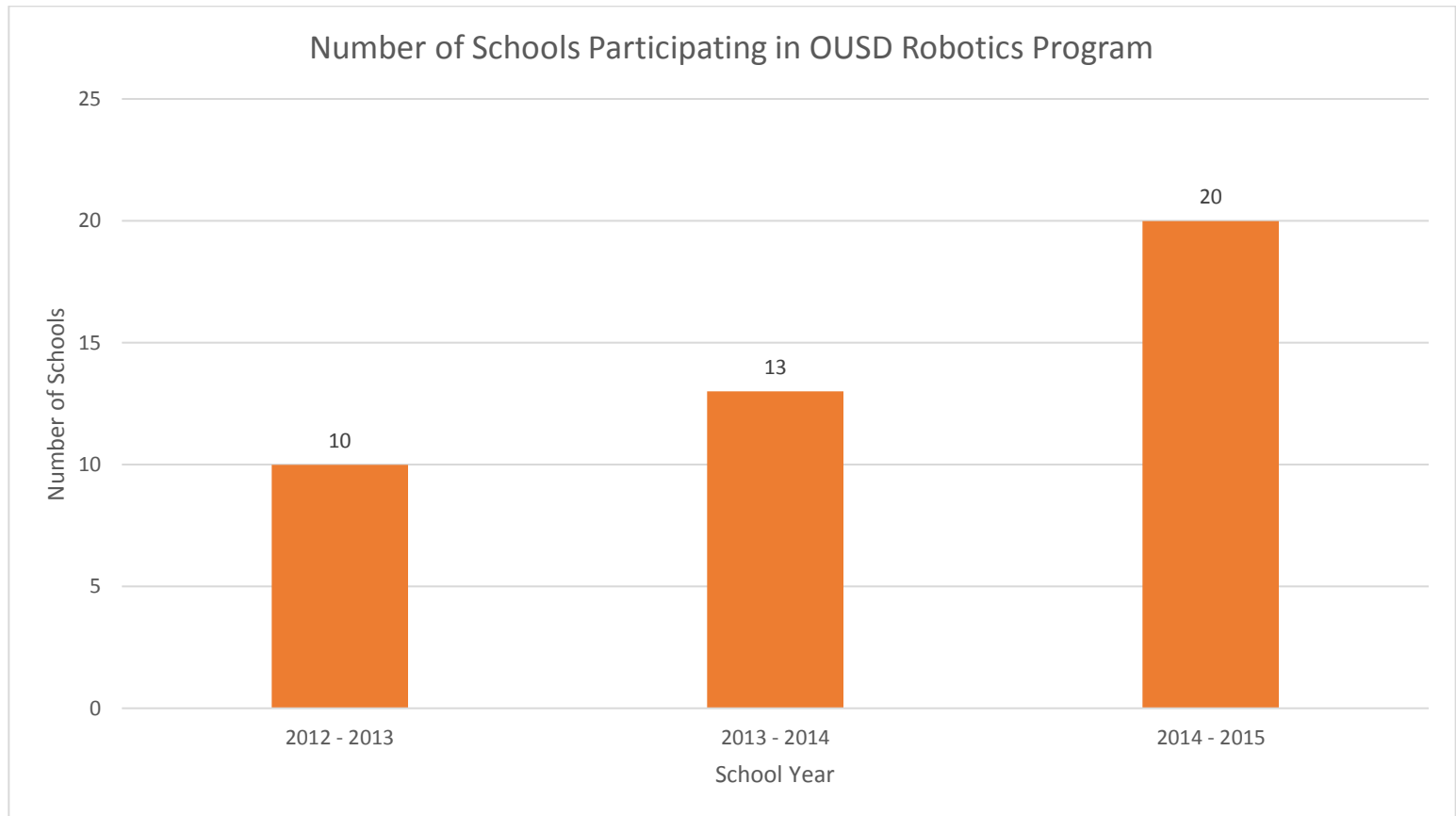
ORANGE UNIFIED SCHOOL DISTRICT

Appendix B. Supporting Research Document for Programs/Services

OUSD reviewed various research, as well as the California ELA/ELD Framework, when making decisions on the best use of LCFF funds to meet our goals. Below lists research and other documentation that supports our budgeted expenditures.

1. Technology resources and professional development
    - CA ELD Standards Critical Principle: Part I - Productive 10 states "Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology."
    - CA CCSS for ELA/Literacy Writing Anchor Standard 6 is "Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others."
    - One of the Global Competences aligned with CCR Anchor Standards of the CA CCSS for ELA/Literacy is "Communicate ideas effectively with diverse audiences - Select and use appropriate technology and media to communicate with diverse audiences."
    - The Partnership for 21st Century Skills (P21) identified "information, communications and technology literacy" as important student outcomes in their framework for 21st century learning. (http://www.p21.org/)
    - The Transition Advisory Team for the California State Superintendent in its report *A Blueprint for Great Schools* recommended that technology be "a key component of teaching, learning, and assessment" (California Department of Education. 2011a. A Blueprint for Great Schools. Sacramento: California Department of Education, p. 5).
    - Findings from four meta-analyses showed that technology integrated with noncomputer-based instructional time generally produces better outcomes than either alone (Cheung and Slavin, 2011; Cheung and Slavin, 2012; Tamim, Bernard, Borokhovski, Abrami, and Schmid, 2011; Means, Toyama, Murphy, Bakia, and Jones, 2009).
2. Student access to intervention and academic support systems
    - Response to Instruction and Intervention (RTI[2]) and Multi-Tiered System of Supports (MTSS) is utilized in OUSD classrooms. According to the California ELA/ELD Framework, Tier 2's strategic/targeted instruction "may include instruction and materials specifically designed for intervention," (Chapter 9, pg. 48).
    - According to John Hattie's book, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, response to intervention has an effect size of 1.07 and early intervention has an effect size of 0.47 which are both in the zone of desired effects.

- The California ELA/ELD Framework states that English learners may need "additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks." (Chapter 9, pg. 14) The Framework also notes that in regards to students with disabilities "instruction must incorporate supports and accommodations" (Chapter 9, p. 33).
- In the report ""Effects of Intensive Reading Intervention for Eighth-Grade Students with Persistently Inadequate Response to Intervention" (Vaughn, Sharon, Jade Wexler, Audrey Leroux, Greg Roberts, Carolyn Denton, Amy Barth, and Jack Fletcher. 2012a.) found that "there is accumulating evidence that remediating reading problems in students after fourth grade will require a long-term commitment; it may be necessary to provide reading interventions throughout secondary school while also increasing instructional practices such as vocabulary and comprehension enhancements within content-area instruction" (p. 523).

3. Access to college and career programs, interventions and specialized program resources and services
- Conley in his report *College and Career Ready* states that in order for our students to be college and career ready, schools must provide them with "the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program, or in a high-quality certificate program that enables students to enter a career pathway with potential future advancement." (Conley, D. T. (2010). College and Career Ready: Helping all Students Succeed Beyond High School) Some of the options put forth by Conley to do this include: AP and IB courses, college-ready seminars, college-ready assignments, goal setting, and other specific programs that address college and career readiness.
- Hattie synthesis of 800 meta-analyses found that career education programs have a positive impact on student outcomes (Baker & Popwicz) and that "career counseling has generally positive effects, with class interventions the most effective but requiring the greatest number of hours (Oliver and Spokane, 1988). (Hattie, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, p. 151-152)

4. Parent trainings, workshops, and activities
- The California ELA/ELD Framework states, "Schools can support families and students by not only welcoming new families to the school but also by providing guidance to parents to navigate through the school system from entry through graduation and by engaging parents as valuable partners in their child's education, regardless of their economic, cultural, linguistic, or educational backgrounds." (Chapter 11, p. 38)
- Hattie synthesis of 800 meta-analyses found that parent involvement has an effect size of 0.51 which is in the zone of desired effects. (Hattie, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, p. 68-70)

- *A New Wave of Evidence*, a report from Southwest Educational Development Laboratory (2002) concluded, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." (p. 7)
5. Resources and support for STEM and Arts (Science, Technology, Engineering, Math and Arts)
    - In the National Research Council's report, *Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics (2011)* states, "The primary driver of the future economy and concomitant creation of jobs will be innovation, largely derived from advances in science and engineering. . . . 4 percent of the nation's workforce is composed of scientists and engineers; this group disproportionately creates jobs for the other 96 percent" and "several reports have linked K-12 STEM education to continued scientific leadership and economic growth in the United States" (Chapter 3, p. 3).
6. School climate surveys of students
    - According to the National Education Association's research brief *Importance of School Climate*, "A positive school climate is recognized as an important target for school reform and improving behavioral, academic, and mental health outcomes for students (Thapa et al., 2012)" (p. 1)
7. Professional development
    - The California ELA/ELD Framework states, "Professional learning is the vehicle for all school staff—teachers, administrators, specialists, counselors, teacher librarians, and others—to learn to effectively implement the curricular and instructional practices proposed in this framework (Killion and Hirsh 2013; Darling-Hammond, and others 2009)" (Chapter 11, p. 4).
    - Hattie synthesis of 800 meta-analyses found that professional development has an effect size of 0.62 which is in the zone of desired effects. (Hattie, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, p. 119-121).
    - Wei, Darling-Hammond, and Adamson found, "Rigorous scientific studies have shown that when high-quality [professional development] approaches are sustained by providing teachers with 50 or more hours of support per year, student test scores rise by an average of 21 percentage points" (Wei, Ruth C., Linda Darling-Hammond, and Frank Adamson. 2010. Professional Development in the United States: Trends and Challenges, Phase II of a Three Phase Study, Technical Report. Dallas, TX: National Staff Development Council and Stanford Center for Opportunity Policy Education in Education. P. 1)