



A District of Excellence



Orange Unified School District

Strategic Plan 2016-2019

Adapted from the OUSD Local Control & Accountability Plan 2016-2019
Board Approval and Adoption – June 9, 2016



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Strategic Plan 2014-2017

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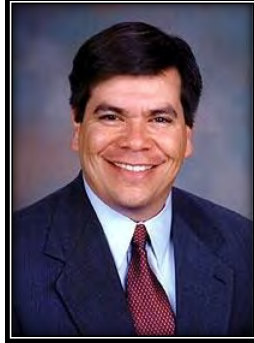
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OUSD Board of Education



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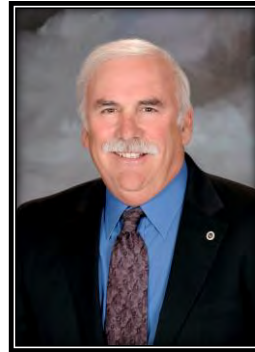
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Introduction

Message from the Superintendent of Schools

August 2016

Dear Parents and Community Members,

Welcome to the Orange Unified School District! It is an exciting time within the District as we progress on our quest to develop state of the art facilities for teachers and students, at the same time continuing to provide a 21st century education to prepare students for successful college, career and Science, Technology, Engineering, Art and Math (STEAM) experiences.

As a “**District of Excellence**,” Orange Unified provides a balanced instructional experience with continual innovation that will ensure our students are able to compete in the global community. The District teachers and principals are providing a rigorous instructional program that engages all students in deeper levels of collaboration, critical thinking and creativity. We believe that “**what’s best for our students comes first and foremost**,” and we continue to push for greater levels of success.

At this time, OUSD schools provide more personalized learning opportunities than at any other time in the history of the District. We now offer classes in aviation, computer aided design (CAD), finance and business, robotics, marketing, fire science, crime scene investigation, marketing, and film making to name just a few. In addition to these secondary course offerings, the District is facilitating an expanded elementary music/arts program. Upper elementary students and their parents are able to choose either a yearlong twice-a-week instrumental music course or select to participate in the 21st Century Integrated Arts Wheel that encompasses unique offerings such as visual arts, general music, dance, theatre or a Science Technology Engineering Arts Math (STEAM) integration course.

Award winning schools and academic success are due to the dedicated and talented people throughout the process of strategic goal setting and planning. The Orange USD faculty members are lifelong learners, demonstrating high levels of care and commitment to student academic and social needs. Support staff serve in a multiple of capacities to ensure the successful operations of award winning schools, and the leadership team acknowledges the value of personnel development and service to students and families. Every one of these dedicated employees strives to lead the District to greater levels of achievement. Our community and business leaders are also committed to the excellent education provided by the Orange Unified team as evidenced in their overwhelming support for advancing toward improved, state-of-the-art, modernized facilities. The success of all the students is a collaborative effort of all stakeholders in the process of teaching and learning.

Together we have developed the Strategic priorities and goals of the District through the Local Control and Accountability Plan (LCAP) involving all aspects of stakeholder engagement. This document is a synthesis of the key elements of the LCAP and serves as the District blueprint for envisioning the future of the District. It outlines our mission, values, strategic planning process utilizing the LCAP, priorities, and goals that will continue to lead the District to educational excellence. It will guide the schools in delivering a 21st century education and provide the Orange community with an understanding of the advancement of education in Orange Unified.

Parental and Community support are essential for maximizing the learning experience of students. I encourage each of you to work in partnership with teachers and principals to provide students with positive educational experiences. Additionally, I urge you to provide input to our annual Local Control and Accountability Plan (LCAP) development process by providing input at your school. Please stay up to date on the developments regarding the Strategic Plan (2016-19), the progress on innovative educational programs, and other important District communications by visiting the website at (www.orangeusd.org) and following us on Facebook at OrangeUnifiedSchoolDistrictCA.

Sincerely,
Michael L. Christensen
Superintendent of Schools





Our Core Values

Where We Are Going

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.

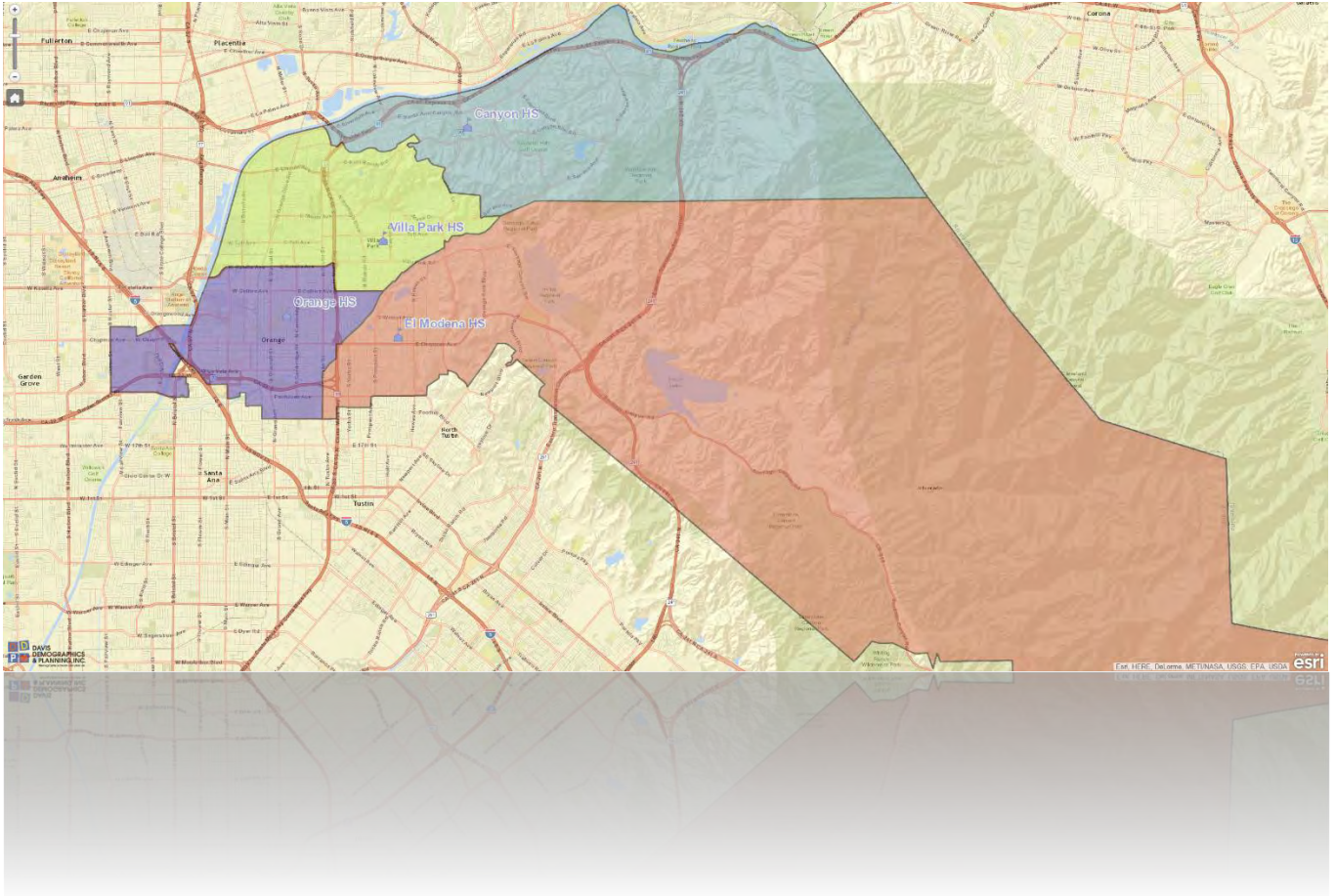




Our Location

Who We Serve

OUSD Boundary Map



The Orange Unified School District, located in Orange County, California, is at the center of a growing community 37 miles southeast of Los Angeles and 68 miles north of San Diego.

Orange Unified's excellent location in northeast Orange County offers its employees a full range of residential and recreational opportunities.

Orange Unified serves students from the cities of Orange, Garden Grove, Santa Ana, Villa Park, Anaheim and Anaheim Hills, unincorporated North Tustin and the unincorporated areas east of Orange to the Riverside County line. All told, the Orange Unified School District covers 108 square miles of mostly suburban development, with a large area of semi-rural and undeveloped land to the east.

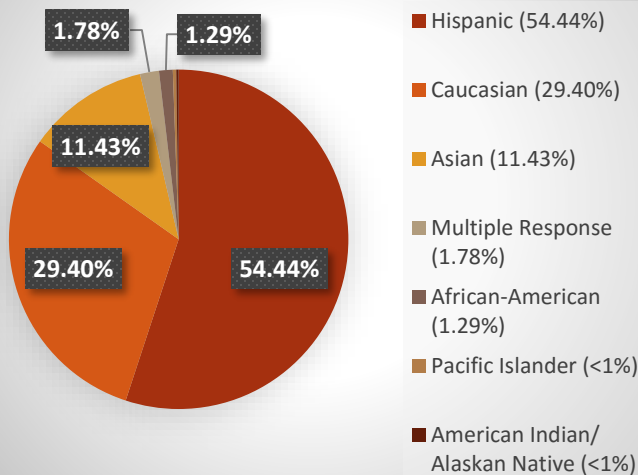
The 28,899 students in Orange Unified are served by 26 elementary schools, 5 middle schools, four 9 – 12 high schools, a continuation high school, a K – 8 math and science magnet school, and four specialized schools.



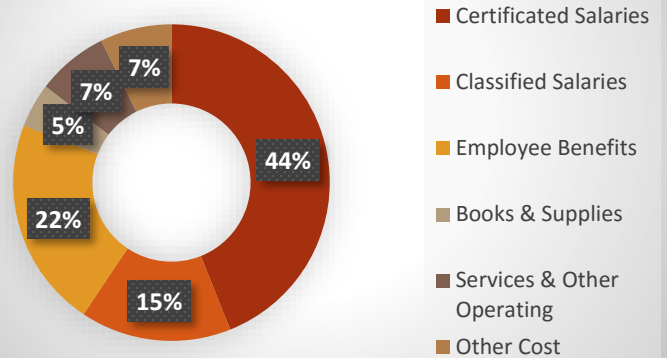
OUSD Snapshot

Who We Are

Student Ethnic Diversity



2015-16 General Fund Expenditures



Elementary Schools:

Anaheim Hills	Handy	Panorama
California K-5	Imperial	Prospect
Cambridge	Jordan	Running Springs
Canyon Rim	La Veta	Serrano
Chapman Hills	Lampson K-5	Sycamore
Crescent	Linda Vista	Taft
Esplanade	Nohl Canyon	Villa Park
Fairhaven	Olive	West Orange K-5
Fletcher	Palmyra	

Middle Schools:

Cerro Villa
El Rancho Charter
Portola 6-7-8
Santiago Charter
Yorba 6-7-8
Canyon
El Modena
Orange
Villa Park

K-8 Magnet:

McPherson

Specialized Schools:

Canyon Hills
Community Day /Alternative Ed.
Career Technical Education &
Regional Occupational Programs
Orange Pre-K SDC
Richland Continuation

Recognitions:

CA Distinguished Schools
CA Gold Ribbon Schools
County & State Teachers of the Year
State Classified Employees of the Year
National Blue Ribbon Award
National Blue Ribbon Nominee
CIF Division and State Champions
... and many more!

How to Find Us:

Orange Unified School District
1401 North Handy Street
Orange, CA 92867
714-628-4000
www.orangeusd.org



[/OrangeUnifiedSchoolDistrictCA](https://www.facebook.com/OrangeUnifiedSchoolDistrictCA)



[/OrangeUnifiedCA](https://twitter.com/OrangeUnifiedCA)

Fast Facts

- Number of Students: 28,899
- Number of Employees: 3,088
- 2014-15 Graduation Rate: 96.27%
- Attendance Rate: 96.3%
- Students Receiving Free/Reduced Lunch: 45.29%
- Languages Spoken: 107
- 2015-16 Expenditures: \$281,601,023



Strategic Planning

An Ongoing Process

Local Control & Accountability Plan (LCAP) Executive Summary

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 will bring 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. Our 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 improve 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 49.77% 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***

- Williams Settlement Criteria: Basic Services
- Implementation of State Academic Content and Performance Standards
- Course Access

- ***Pupil Outcomes***

- Pupil Achievement
- Other Student Outcomes

- ***Engagement***

- Parent Involvement
- Pupil Engagement
- School Climate





Strategic Planning

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 1: Stakeholder Engagement Process

The Orange Unified School District began the Stakeholder Engagement process early in September 2015 with an annual review of all student achievement outcomes at both the District level and Site level involving multiple constituent groups. The link below goes to a webpage that lists significant stakeholder meetings for discussion of the LCAP priorities and goals, a review of relevant data and opportunities for input and survey dialogue. The District has posted an LCAP survey, in English and Spanish, on the District main page since September 2015. Parents, community members, pupils, bargaining units and partner stakeholders servicing our English Learners, Foster Youth and Low Income students have been involved in the multitude of planning meetings. The list of these input meetings can be found on <http://www.orangeusd.org/LCFF/>.

Responses: Engagement in LCAP Survey

Overall

	English responses	Spanish responses	Total responses
2013-2014	1096	298	1394
2014-2015	6025	498	6523
2015-2016	6521	975	7496

Parents

	Total responses	% participation
2014-2015	1853	29
2015-2016	3232	43

Other: Community, Classified, Certificated and Leadership

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

Students

	Total responses	% participation
2014-2015	3681	56
2015-2016	3247	44



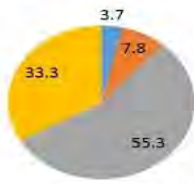
Strategic Planning

Analysis of Engagement Survey

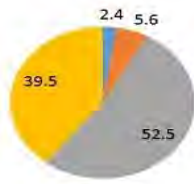
OUSD received over 3,700 handwritten comments, in English and Spanish, for the LCAP survey which reflect the input of the community. The areas of need that have been identified are similar to the goals previously identified as the actions and services in the LCAP.

1. OUSD helps students stay engaged and motivated to attend school regularly by providing counseling, social, emotional and behavior support.

English Responses= 5,444*

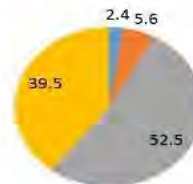


Spanish Responses= 876*

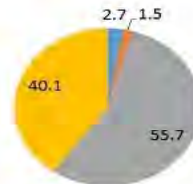


2. OUSD helps students do well in class by providing opportunities to demonstrate knowledge via technology, oral presentations or collaborative projects.

English Responses= 5,710*

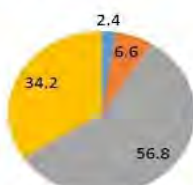


Spanish Responses= 856*

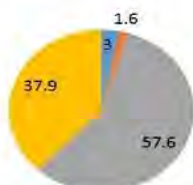


3. OUSD helps students do well in class by providing strategies to develop critical thinking skills and creativity.

English Responses= 5,653*

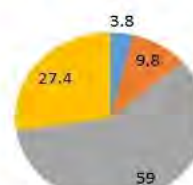


Spanish Responses= 837*

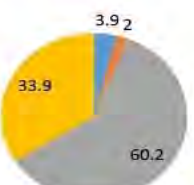


4. OUSD helps more students prepare for academic success including college and career readiness by offering interesting and engaging school curriculum with real world application.

English Responses= 4,599*

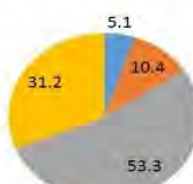


Spanish Responses= 741*

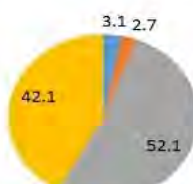


5. OUSD helps more students prepare for academic success including college and career readiness by offering college workshops and career fairs.

English Responses= 3,981*

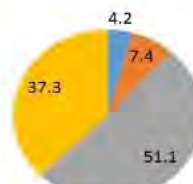


Spanish Responses= 772*

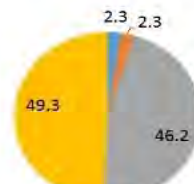


6. OUSD helps more parents become involved by increasing parent communication between parents, teachers and administrator.

English Responses= 5,622*



Spanish Responses= 885*



Below are the top priorities that are also in the current LCAP:

- 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)

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



Strategic Planning

An Ongoing Process

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.

Conditions of Learning (2015-16)

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

- **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)

OUSD Main Goal: *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 Learners
 - 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)

OUSD Main Goal: *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



Strategic Planning

Refined Goals, Actions and Services for LCAP



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

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.



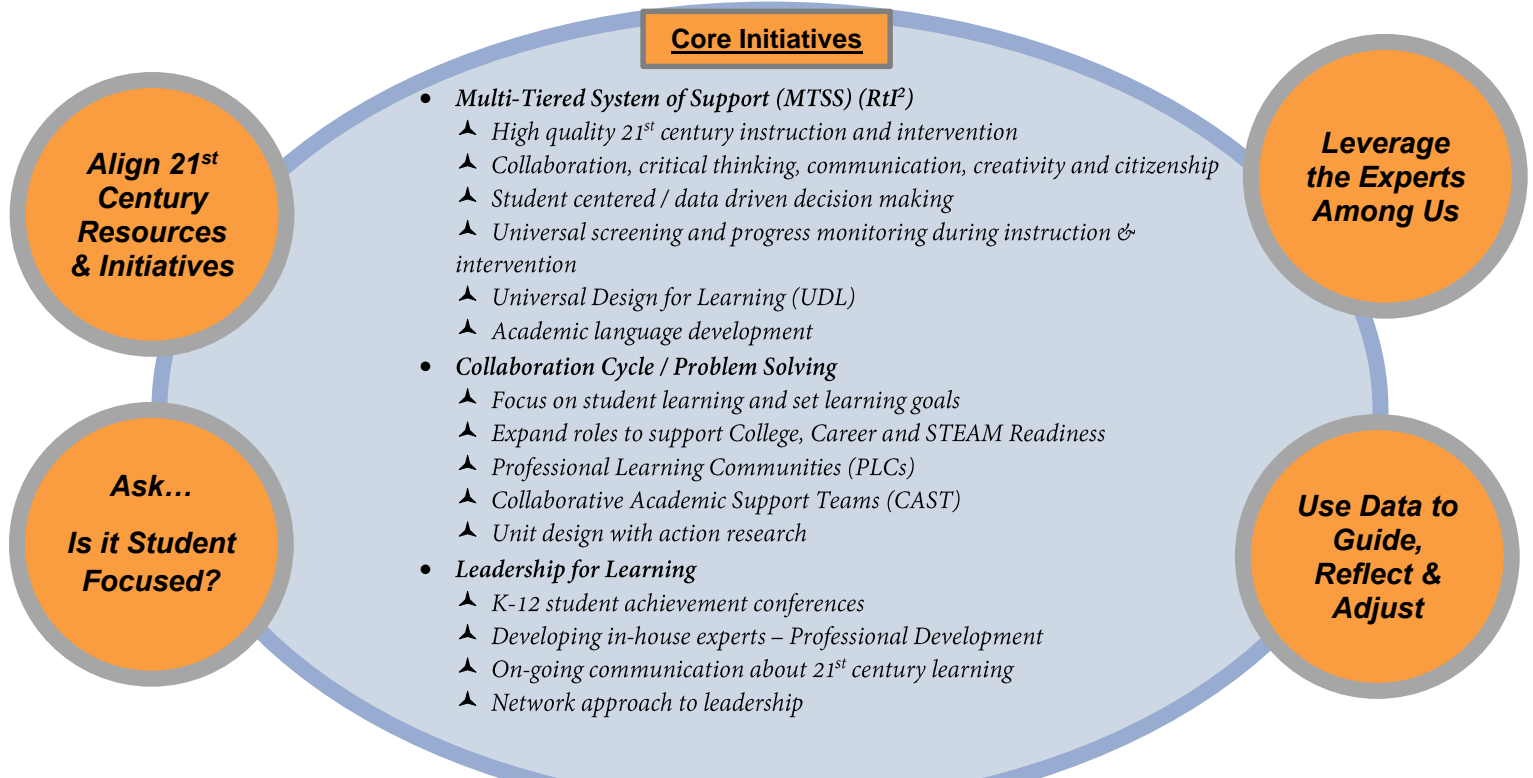


Our Initiatives

Preparing Our Students for the 21st Century

Theory of Action

If we create, an environment of shared collaboration focused on 21st Century Teaching and Learning, collective accountability will result in urgency for continuous improvement of learning for all students producing increased collaboration, critical thinking, communication, creativity and character.



District-Wide Strategic Goals

Strategic Plan

Local Control & Accountability Plan

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”

Conditions for Student Learning: All students will receive a high quality education in a safe environment that prepares them to graduate from high school college, career and STEAM ready for 21st century challenges.

Pupil Outcomes: All students will attain mastery or demonstrate academic growth toward mastery in core content areas measured by 21st Century Assessments, CAASPP & local assessments.

Engagement: Student and parent engagement will be promoted through an increased sense of safety and improved student climate and school connectedness as measured by surveys and ongoing training.

• A minimum of 3-5% point growth in English-Language Arts & Mathematics for all students and the following specific student subgroups:

- Foster Youth
- Hispanic/Latino
- Students with Disabilities
- Socioeconomically Disadvantaged
- English Language (EL) Learners

- All district subgroups including reclassified ELL's will maintain high levels of proficiency and continue to excel on state and local assessments
- All English Language Learners will advance in EL proficiency for every year of instruction as measured by CELDT
- High schools will maintain and/or increase their 2017 four-year graduation rates by 0.25%
- Student attendance will meet or exceed rates from prior year
- Parent/student engagement will exceed rates from prior year
- Increase by 3-5% the number of students enrolled in CTE, AVID, Honors, AP, IB, ERWC, PSAT, SAT, A – G and STEAM courses.



8 Areas of State Priority

State Priority and Priority Goals

Conditions of Learning

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

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

Basic

- 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.

Implementation of State Standards

- 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 Content and Performance Standards, and ELD Standards.

Course Access

- 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.



8 Areas of State Priority

State Priority and Priority Goals

Pupil Outcomes

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

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

Pupil
Achievement and
Other 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, CAHSEE, CELDT) and District local measures.





8 Areas of State Priority

State Priority and Priority Goals

Engagement

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

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

Parent Involvement

- 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.

Pupil 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.

School Climate

- Goal 7: All students will have access to resources, services and programs that provide a safe and motivating learning experience that fosters school connectedness.



State & National Recognition for OUSD

Award-Winning Schools

The California State Board of Education recognizes public schools within the State that best represent exemplary and quality educational programs. The State identifies and honors those schools that have demonstrated education excellence for all students and schools that have shown progress in narrowing the achievement gap. The following is a list of OUSD Schools that have been honored.

Anaheim Hills Elementary	Distinguished School 2008, 2002
Canyon Rim Elementary	Distinguished School 2012, 2004; California Gold Ribbon School 2016
Canyon High	Distinguished School 2007; California Gold Ribbon School 2015; US News & World Report Silver Medal
Cerro Villa Middle	Distinguished School 2013, 2005; California Gold Ribbon School 2015
California Elementary	Title I Academic Achievement Award 2008, 2007, 2016; California Gold Ribbon School 2016
Chapman Hills Elementary	Distinguished School 2014, 2000
Crescent Elementary	Distinguished School 2000; California Gold Ribbon School 2016
El Rancho Charter Middle	Distinguished School 2013, 2005; California Gold Ribbon School 2015
El Modena High	Distinguished School 2005; California Gold Ribbon School 2015
Fairhaven Elementary	National Blue Ribbon Award Winner 2012; California Gold Ribbon School 2016; Title I Academic Achievement Award 2016
Fletcher Elementary	Confucius Institute Classroom (Mandarin Immersion) 2015; California Gold Ribbon School 2016
Handy Elementary	California Gold Ribbon School 2016; Title I Academic Achievement Award 2016
Imperial Elementary	Distinguished School 2014; California Gold Ribbon School 2016
La Veta Elementary	California Gold Ribbon School 2016
Lampson Elementary	California Gold Ribbon School 2016; Title I Academic Achievement Award 2016
Linda Vista Elementary	Distinguished School 2012
McPherson Magnet (K-8)	Distinguished School 2006, 2000; California Gold Ribbon School 2016
Nohl Canyon Elementary	Distinguished School 2014; California Gold Ribbon School 2016
Palmyra Elementary	Distinguished School 2008; California Gold Ribbon School 2016; Title I Academic Achievement Award 2016
Panorama Elementary	Distinguished School 2008, 2000
Prospect Elementary	California Gold Ribbon School 2016; Title I Academic Achievement Award 2016
Running Springs Elementary	Distinguished School 2006; California Gold Ribbon School 2016
Santiago Charter Middle	Distinguished School 2011
Serrano Elementary	Distinguished School 2014, 2010, 2004; California Gold Ribbon School 2016
Sycamore Elementary	Title I Academic Achievement Award 2014, 2016; National Blue Ribbon Award Nominee 2014; California Gold Ribbon School 2016
Taft Elementary	California Gold Ribbon School 2016; Title I Academic Achievement Award 2016
Villa Park Elementary	California Gold Ribbon School 2016
Villa Park High	Distinguished School Award 2013; US News & World Report Silver Medal
West Orange Elementary	Title I Academic Achievement Award 2005, 2004, 2016; California Gold Ribbon School 2016



Acknowledgements

Thank you!

The Orange Unified School District began the Stakeholder Engagement process early in September 2015 with an annual review of all student achievement outcomes at both the District level and Site level involving multiple constituent groups and committees. The District posted an LCAP survey, in English and Spanish, on the District home page during September 2015. Parents, community members, pupils, bargaining units and partner stakeholders servicing our English Learners, Foster Youth and Low Income students have been involved in the multitude of planning meetings.

The LCAP is an ambitious document created from the input of the Orange USD community. This document meets both the requirements of state law and the expectations of the district's stakeholders. The LCAP is a significant change in how school district funding priorities have been set, for the first time mandating significant engagement with stakeholders and demanding specific accountability for the effectiveness of the adopted strategies. This process led to the creation of a District Blueprint and Strategic Planning Tool for 2016-19 which will be annually updated with stakeholder and community input. Please visit the District website for more detailed information on the LCAP document and how to get involved in the process.

The District thanks the community for its efforts in the development of this plan!





Preparing Students for Careers & College

Career Technical Education & ROP

Orange Unified School District Career Technical Education courses and Pathways are available for middle school and high school students at each of the school sites and the Career Education Center. There are a variety of opportunities available to prepare students for 21st century careers and college.

Canyon High School Pathways

Graphic Design, Animation, Video Game Design, TV & Video Production, Performing Arts (Dance), International Business, Education, Patient Care, Sports Medicine, Emergency Response, Public Safety, Network Communications, Computer Science, Aviation and Technology & Engineering (Paxton Patterson Lab)

El Modena High School Pathways

Graphic Design, Digital Photography, Video Production, Performing Arts (Dance), Business Management, International Business, Education, Patient Care, Sports Medicine, Emergency Response, Public Safety, Computer Science, Robotics, Engineering and Culinary Arts

Orange High School Pathways

Animal Science, Graphic Design, Animation, Video Game Design, Digital Photography, Performing Arts (Dance), Entrepreneurship, Business Management, International Business, Education, Patient Care (Paxton Patterson Medical Lab), Sports Medicine, Emergency Response, Public Safety, Computer Science and Automotive Technology

Villa Park High School Pathways

Graphic Design, Digital Photography, Performing Arts (Dance), International Business, Education, Patient Care, Sports Medicine, Emergency Response, Public Safety, Computer Science and Technology & Engineering (Paxton Patterson Lab)

Richland High School Pathways

Graphic Design, Digital Photography, Video Production, Business Management, International Business and Science/Engineering/Technology

Cerro Villa Middle School

Paxton Patterson Action Labs, Fashion Design & Merchandising

McPherson Middle School

Project Lead The Way Gateway and C-STEM Robotics & Mathematics

Portola Middle School

Paxton Patterson Action Labs, Fashion Design & Merchandising

Yorba Middle School

Paxton Patterson Action Labs



ORANGE UNIFIED

A District of Excellence

Established 1953

WWW.ORANGEUSD.ORG



220 S. IMPERIAL HWY.
ANAHEIM, CA 92807
714-532-8000



3920 SPRING ST.
ORANGE, CA 92869
714-997-6331



525 N. SCHAFER ST.
ORANGE, CA 92867
714-997-6211



18042 TAFT AVE.,
VILLA PARK, CA 92861
714-532-8020



HOME TO THE ONLY HIGH SCHOOL AVIATION PROGRAM IN ORANGE COUNTY

- CALIFORNIA GOLD RIBBON SCHOOL
- SILVER MEDAL SCHOOL IN U.S. NEWS & WORLD REPORT'S 2016 BEST HIGH SCHOOLS RANKINGS
- 11 CTE PATHWAYS
- 21 ADVANCED PLACEMENT (AP) COURSE OFFERINGS, 11 INTERNATIONAL BACCALAUREATE (IB) COURSE OFFERINGS AND IB DIPLOMA TRACK
- AWARD-WINNING VIDEO PRODUCTION PROGRAM
- ACADEMIC DECATHLON: PLACED FIRST IN ORANGE COUNTY, WON 49 INDIVIDUAL MEDALS (2015-16 SCHOOL YEAR)
- 7 NATIONAL MERIT SEMI-FINALISTS

- CALIFORNIA GOLD RIBBON SCHOOL
- PROJECT LEAD THE WAY BIOMEDICAL SCIENCE PROGRAM
- 9 CTE PATHWAYS
- 22 AP COURSES & 13 COURSES OFFERING COLLEGE CREDIT OR PROFESSIONAL CERTIFICATION IN ADDITION TO HIGH SCHOOL CREDIT
- 9 SECTIONS OF ENGLISH LEARNER (EL) SUPPORT
- COLLABORATIVE TECHNOLOGY & BYOD PROGRAMS
- 76 STUDENTS RECEIVED THE SEAL OF BILITERACY IN 2016



HOME TO THE ONLY MCJROTC PROGRAM IN ORANGE COUNTY

- AVID DEMONSTRATION SITE
- INTEGRATED TECHNOLOGY PROGRAM
- STEAM ACADEMY, FAIR, AND CTE PATHWAYS
- FOUR SIMON STEM SCHOLARS PER YEAR RECEIVE A FULL SCHOLARSHIP TO CHAPMAN UNIVERSITY
- FUTURE FARMERS OF AMERICA: NATIONAL CHAPTER OF EXCELLENCE 18 CONSECUTIVE YEARS, OUTSTANDING STATE AG PROGRAM, MASTER SHOWMANSHIP FOR BEEF, LAMBS, AND PIGS AT THE OC FAIR, GRAND CHAMPIONS, STATE AND REGIONAL PROFICIENCY AWARDS
- VANS CUSTOM CULTURE DESIGN AWARD RUNNER-UP 2016



CALIFORNIA GOLD RIBBON SCHOOL

SILVER MEDAL SCHOOL IN U.S. NEWS & WORLD REPORT'S 2016 BEST HIGH SCHOOLS RANKINGS

- 2 NATIONAL MERIT SCHOLARSHIP AWARD FINALISTS IN THE CLASS OF 2016
- 9 CTE PATHWAYS
- 40 EXTRACURRICULAR CLUBS
- TOP 20 NATIONALLY RANKED CHEERLEADING PROGRAM
- AWARD-WINNING MARCHING BAND AND COLOR GUARD
- CHORAL MUSIC PROGRAMS PARTICIPATE IN EVENTS ACROSS THE NATION
- 14 LEAGUE CHAMPIONSHIPS IN THE PAST THREE YEARS-GIRLS: TENNIS, VOLLEYBALL, TRACK AND SOCCER; BOYS: WATER POLO, FOOTBALL, SOCCER, WRESTLING, TRACK AND GOLF



COLLEGE & CAREER
READY STUDENTS

GLOBAL CITIZENS

LIFELONG LEARNERS

WASC ACCREDITED
SCHOOLS