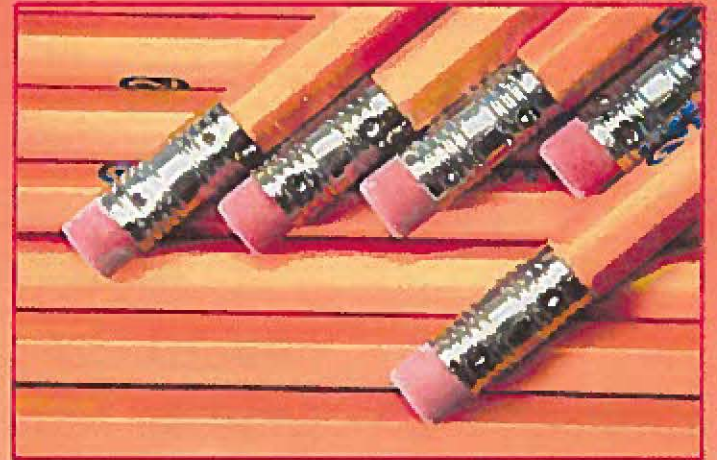




Local Control Accountability Plan (LCAP) Data Report



The 8 LCAP Goals



1. *Williams* requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
2. Academic content and performance standards
3. Parental involvement
4. Pupil achievement as measured by assessment data, college readiness, language proficiency, etc.
5. Pupil engagement as measured by attendance, dropouts, high school graduation, etc.
6. School climate as measured by suspension, expulsion rates, safety, and school connectedness.
7. Access to, and enrollment in, a broad course of study
8. Pupil outcomes comprising a broad course of study

Who Attends CUSD?



2012-2013 Enrollment

	Total Enrollment	African American not Hispanic	Asian	Hispanic or Latino	White not Hispanic	English Learners	Redesignated*	Socioeconomically Disadvantaged	Special Education
CUSD	52,985	688 (1.3%)	2,892 (5.4%)	13,512 (25.1%)	32,380 (60.2%)	5,404 (10.0 %)	558 (10.3 %)	12,793 (24.1%)	4,225 (8%)
Orange County	489,115	7,660 (1.5%)	74,290 (14.8%)	242,613 (48.3%)	148,089 (29.5%)	123,245 (24.6 %)	18,553 (14.3 %)	234,708 (48.0%)	45,390 (9%)
California	6,054,192	394,695 (6.3%)	536,970 (8.6%)	3,282,105 (52.7%)	1,589,393 (25.5%)	1,346,333 (21.6%)	168,960 (12.2%)	3,509,407 (58.0%)	623,561 (10%)

Students can be counted in one or more student groups

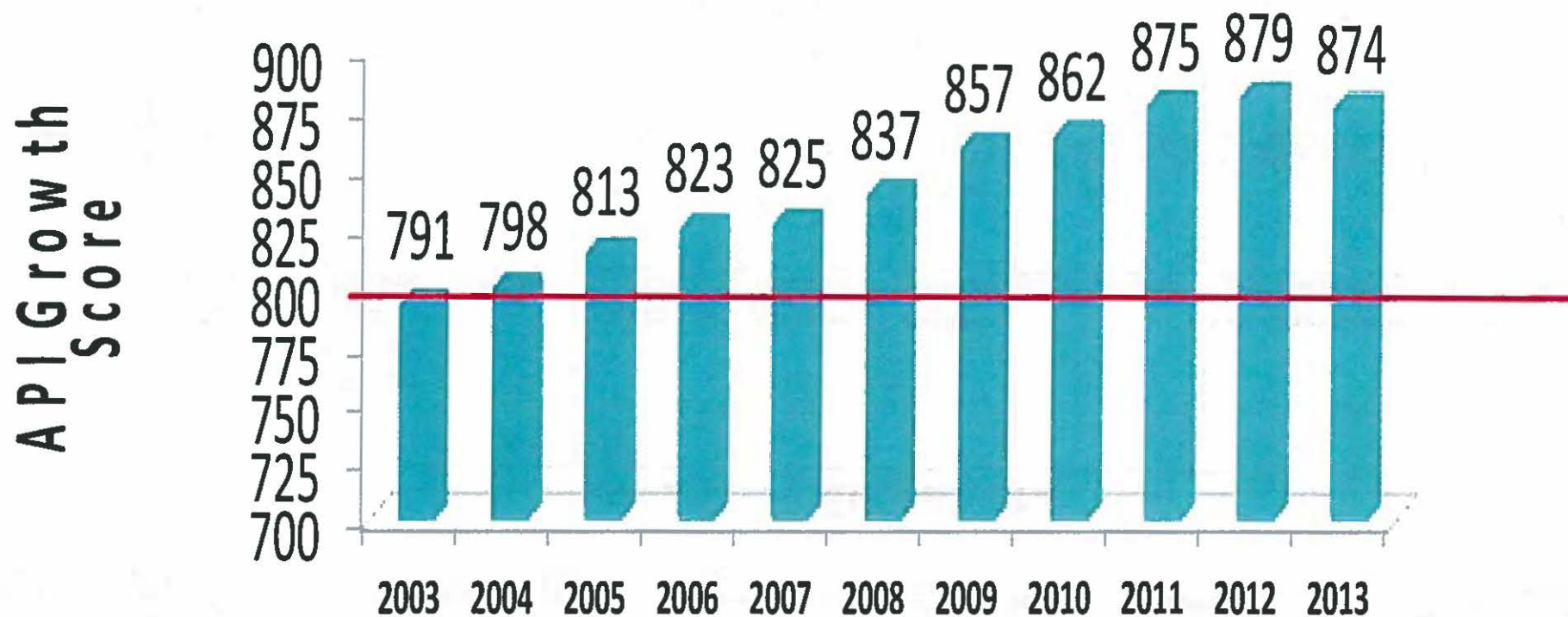
*CDE counts students in this redesignated group as those who were reclassified as Fluent English Proficient within the last two years.

Source: DataQuest

Priority Area: Academic Content and Performance Standards/Implementation of CCSS



CUSD Academic Performance Index (API) Growth Scores 2003 to 2013



Priority Area: Academic Content and Performance Standards/Implementation of CCSS

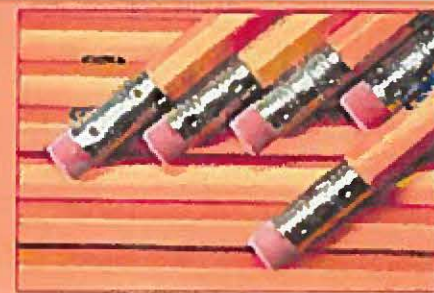


Student Group API Growth Scores

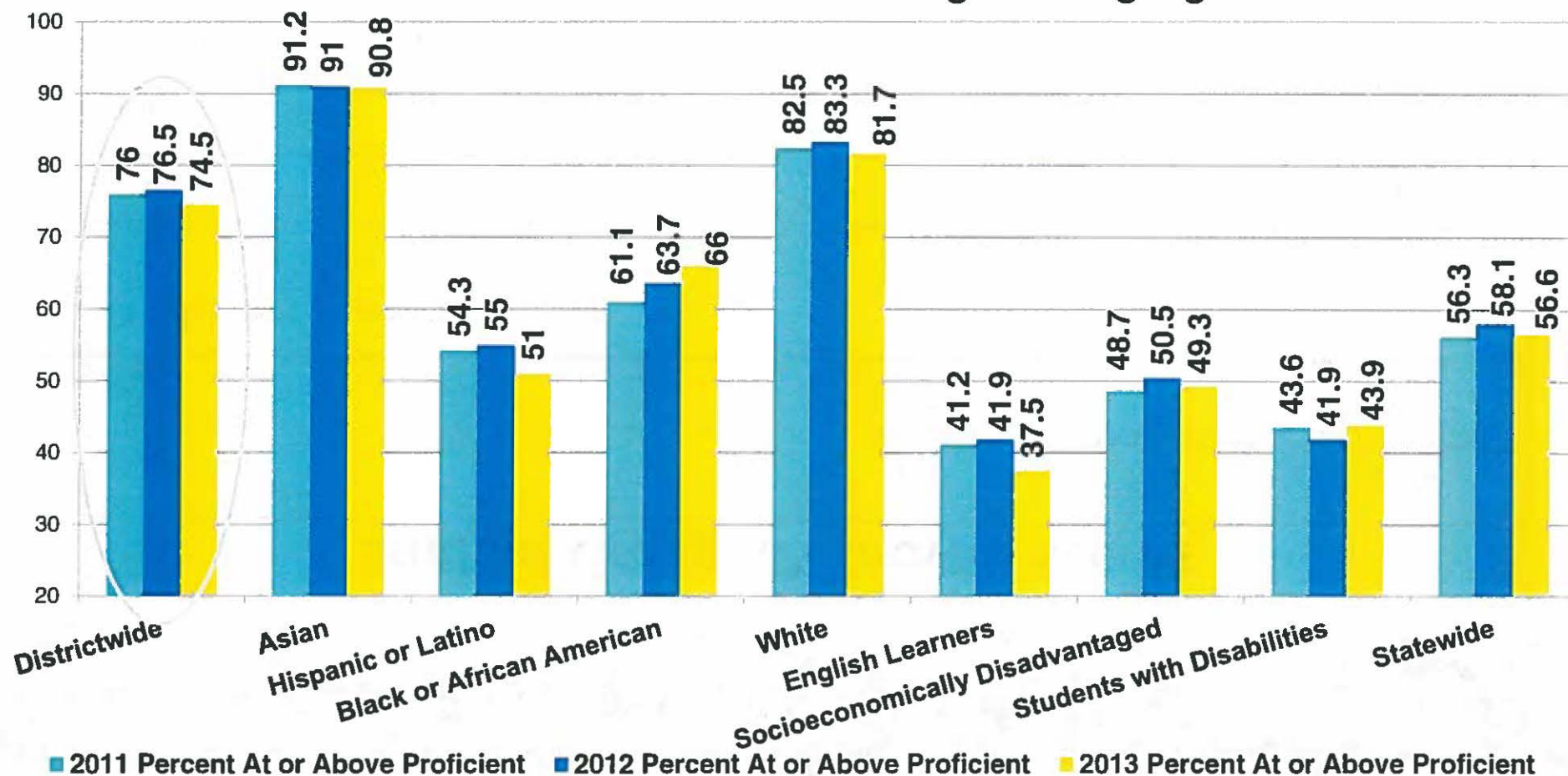
Subgroup	2011 Subgroup Growth API	2012 Subgroup Growth API	2013 Subgroup Growth API
African American (not of Hispanic origin)	815	811	820
Asian	956	963	956
Hispanic or Latino	784	786	781
White (not Hispanic)	900	905	900
Socioeconomically Disadvantaged	762	766	773
English Learners	726	727	719
Students with Disabilities	651	646	672

Students can be counted in one or more student groups

Priority Area: Academic Content and Performance Standards/Implementation of CCSS



Percent Proficient or Advanced on the English-Language Arts CST



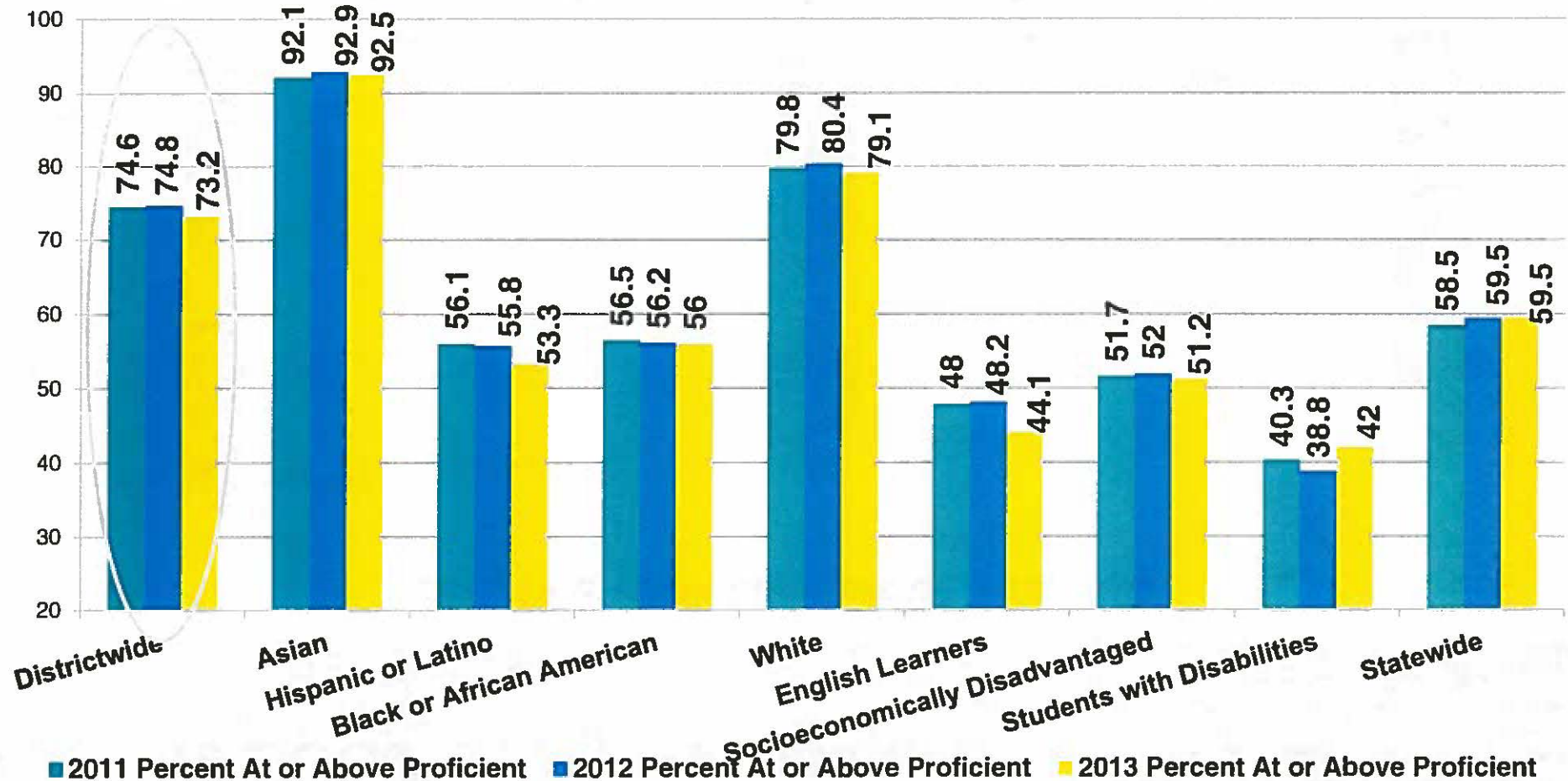
Students can be counted in one or more student groups

Source: CDE STAR Results

Priority Area: Academic Content and Performance Standards/Implementation of CCSS

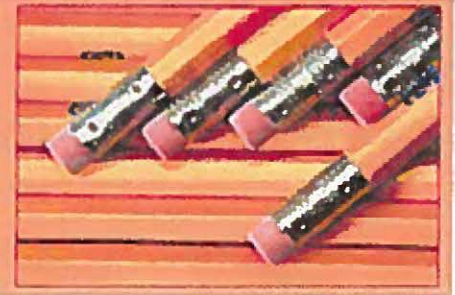


Percent Proficient or Advanced on Grades 2-8 Mathematics CSTs

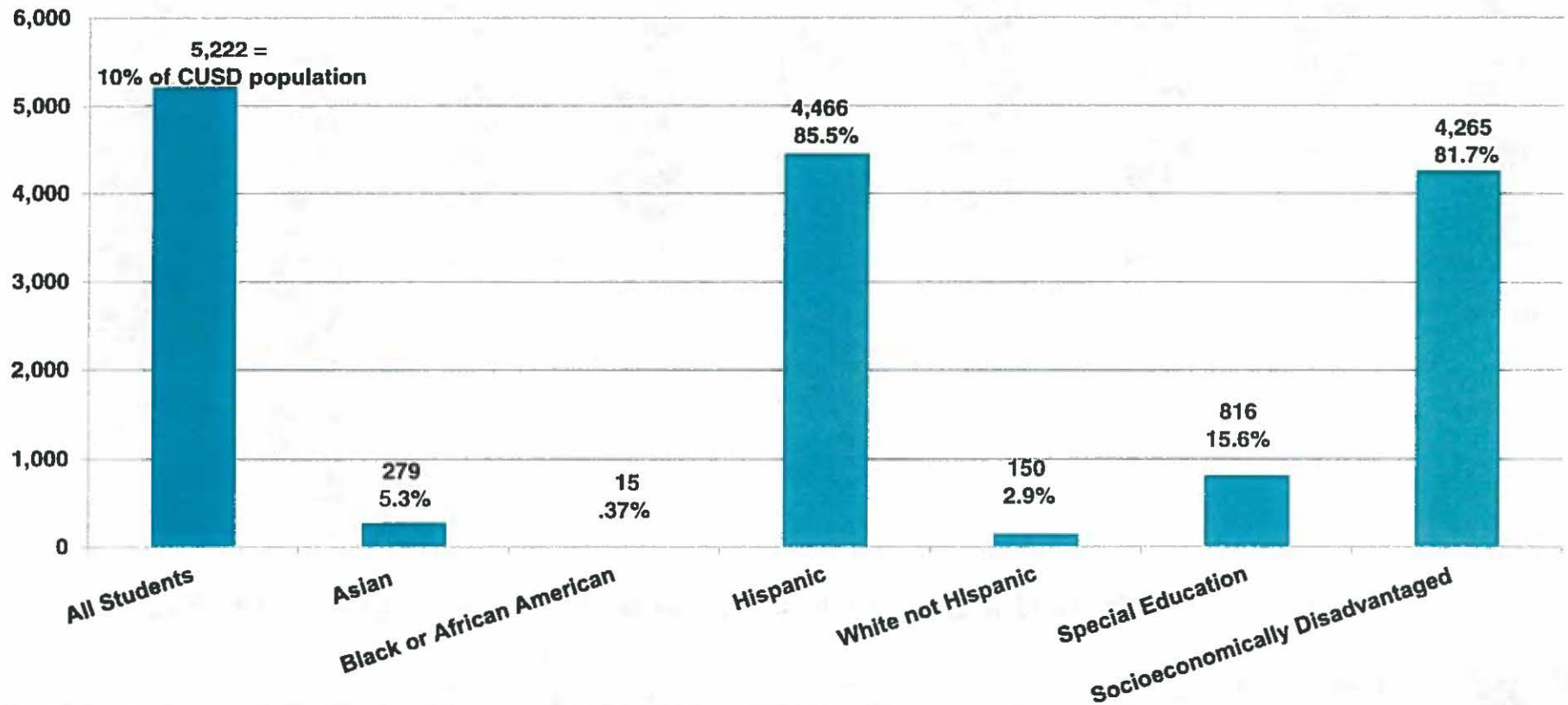


Students can be counted in one or more student groups

Who Are CUSD'S English Learners?



2013-14 English Learners by Subgroup



79.4% (2,141) of English Learners are Long Term English Learners

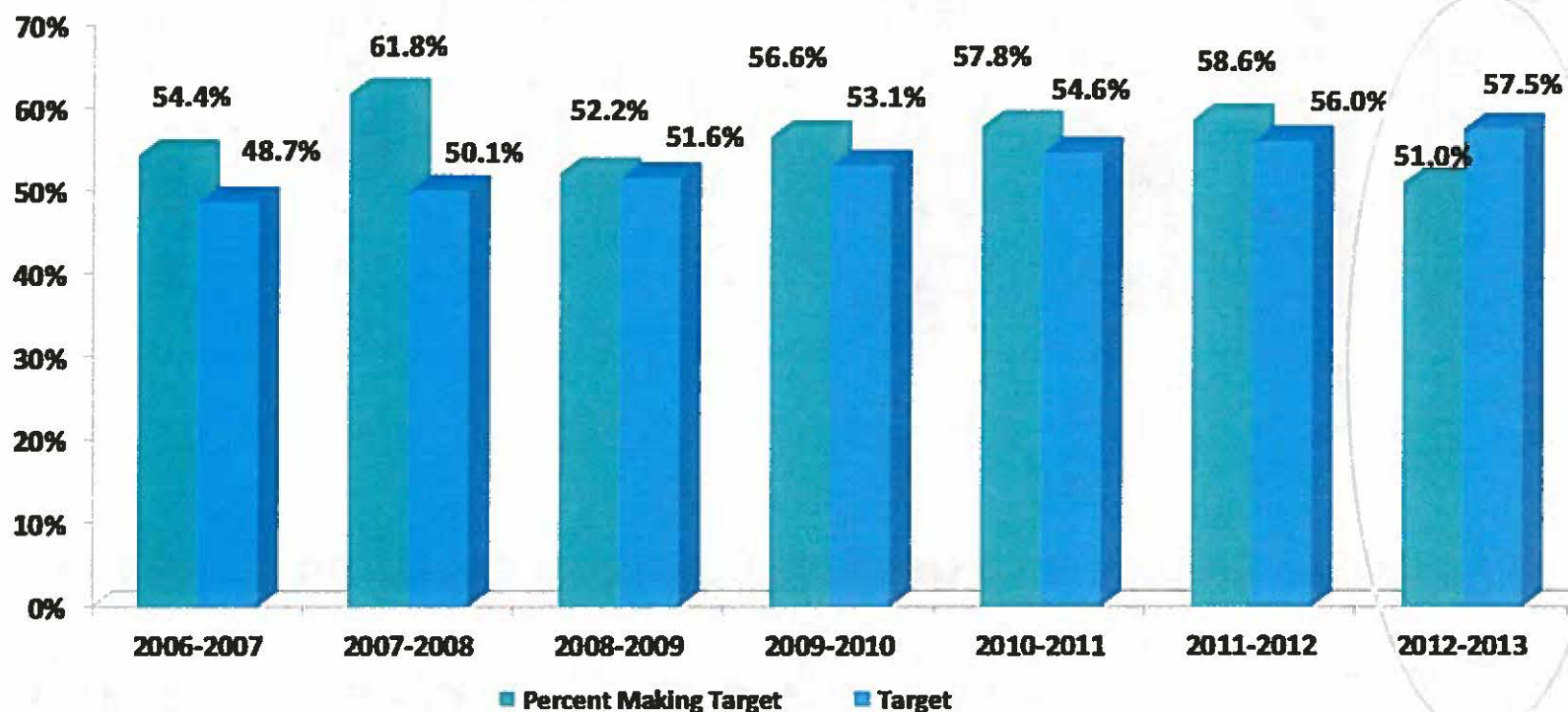
Students can be counted in one or more student group
 % listed includes percent of total English Learners
 Source: Aeries

Priority Area: Pupil/Student Achievement

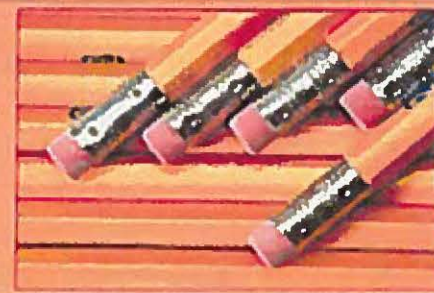


California English Language Development (CELDT) Test

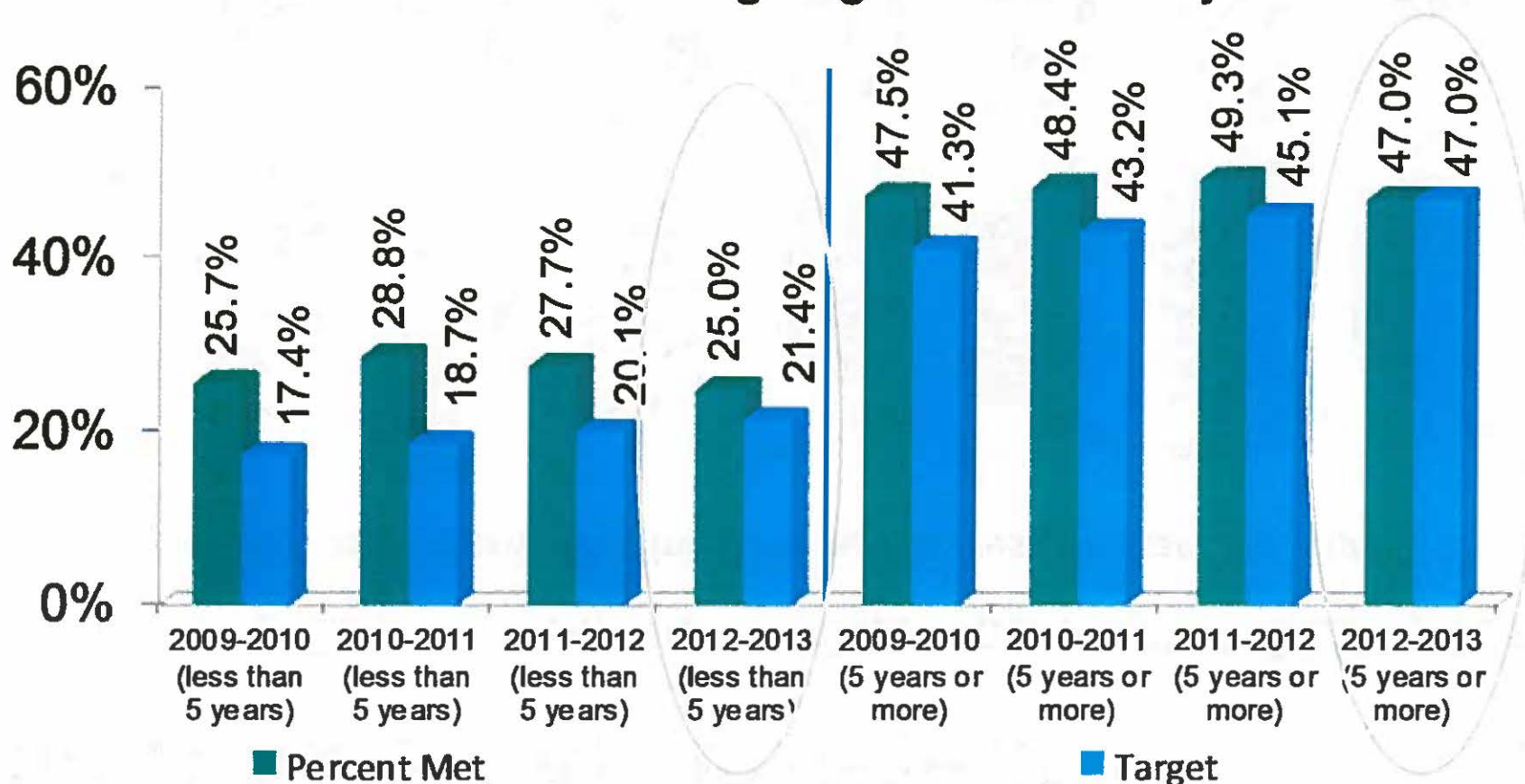
Percent of Students Making Annual Progress in Learning English*



Priority Area: Pupil/Student Achievement

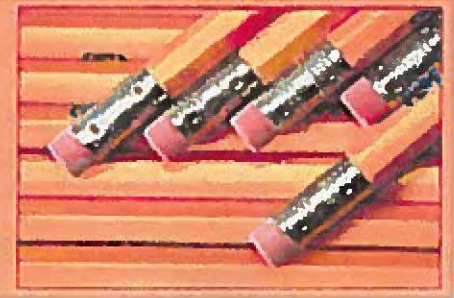


Percent of Students Attaining English Proficiency on CELDT*

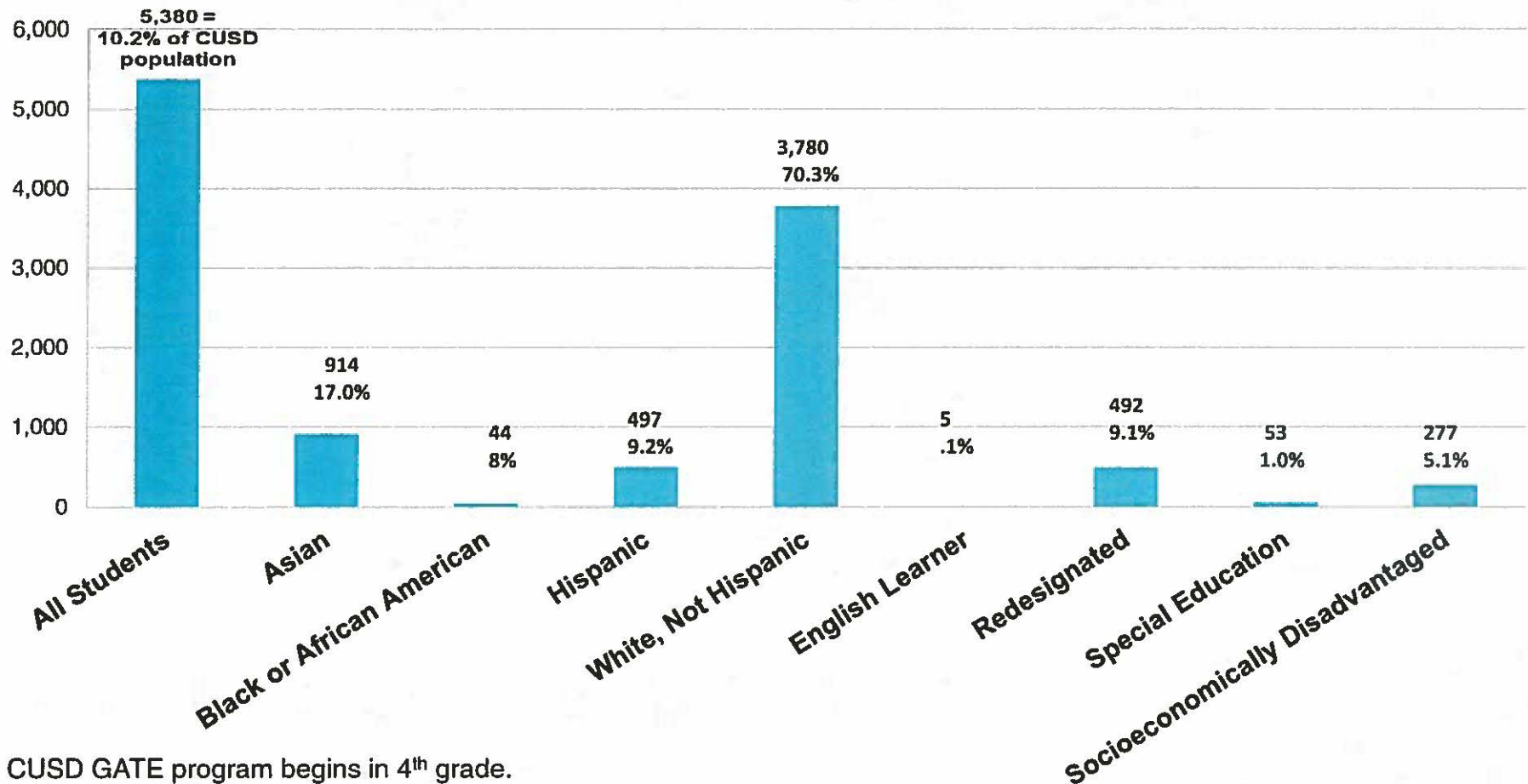


*A student is considered to have attained English Proficiency on CELDT and met Annual Measurable Achievement Objective (AMAO) 2 if they score at early advanced or higher overall and intermediate or higher in all domains—reading, writing, speaking and listening.

Priority Area: Pupil/Student Achievement



CUSD GATE Students by Student Group



CUSD GATE program begins in 4th grade.

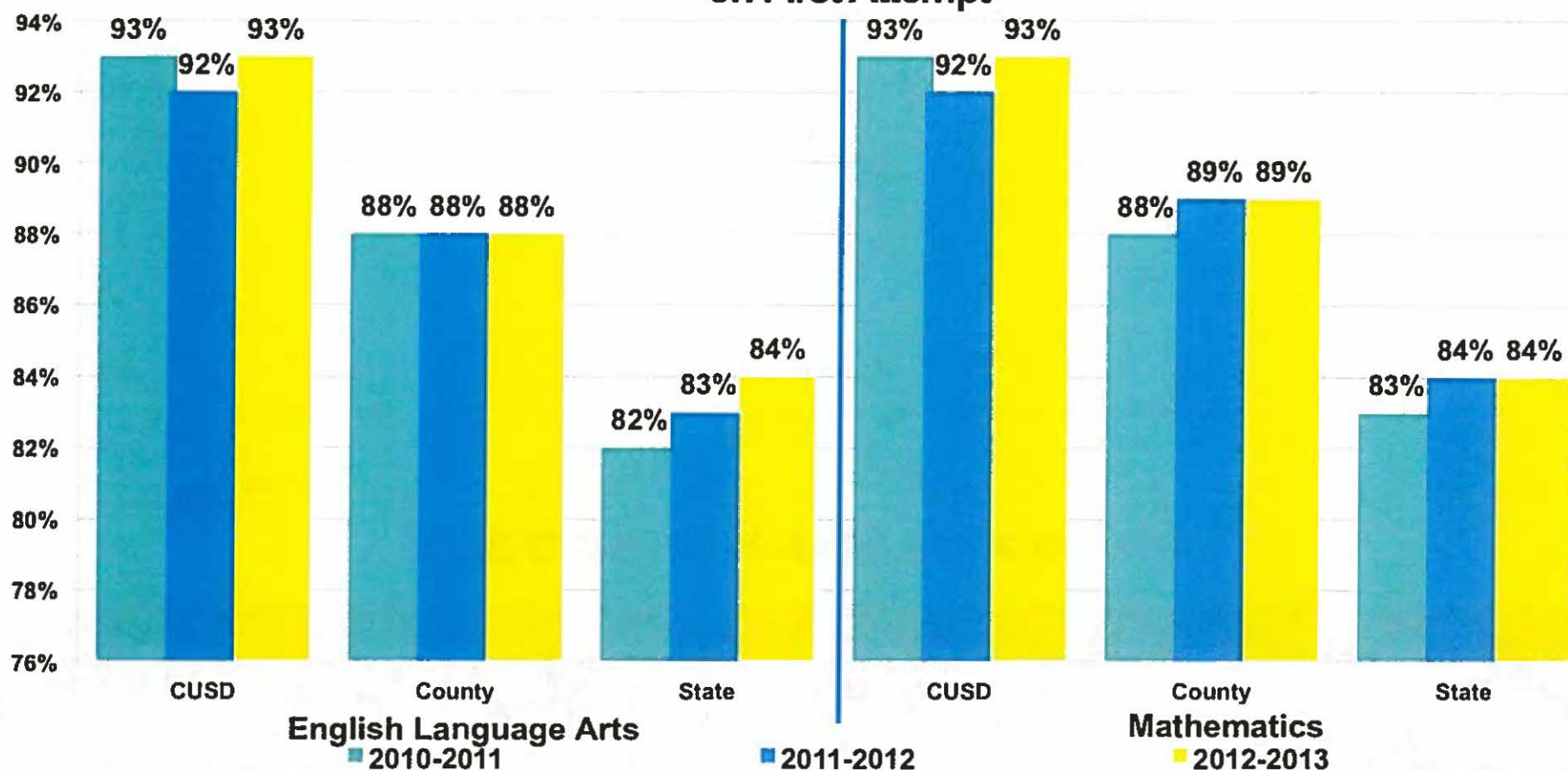
Students can be counted in one or more student group

Source: District Aeries

Priority Area: Pupil/Student Achievement



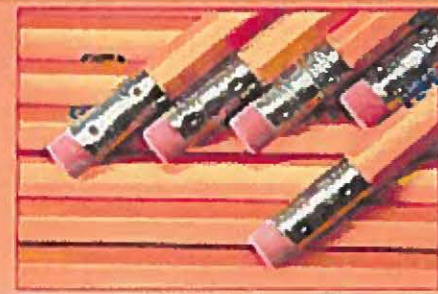
**2013 10th Graders Passing California High School Exit Exam (CAHSEE)
on First Attempt**



Passing score on CAHSEE is 350.

Source: CDE CAHSEE Reports

Priority Area: Pupil/Student Achievement



Early Assessment Program (EAP)

- Academic collaborative with the California Department of Education (CDE), the State Board of Education, and the California State University (CSU).
- Students take the tests as part of the former 11th grade State Testing and Reporting (STAR) program.
 - ELA consists of an essay and multiple-choice questions
 - Mathematics is a multiple-choice exam
- Students receive one of three scores:
 - College Ready
 - Meet CSU placement standards for entry-level college coursework.
 - Exempt from CSU required English and/or Math Placement Test
 - Conditional
 - Demonstrate readiness at this point in time for English or math at the CSU
 - Need to earn a C or higher in the appropriate senior year coursework
 - Not Yet Demonstrating Readiness
 - Students are not ready for college-level coursework
 - Encouraged to enroll in a senior year EAP class to increase skills

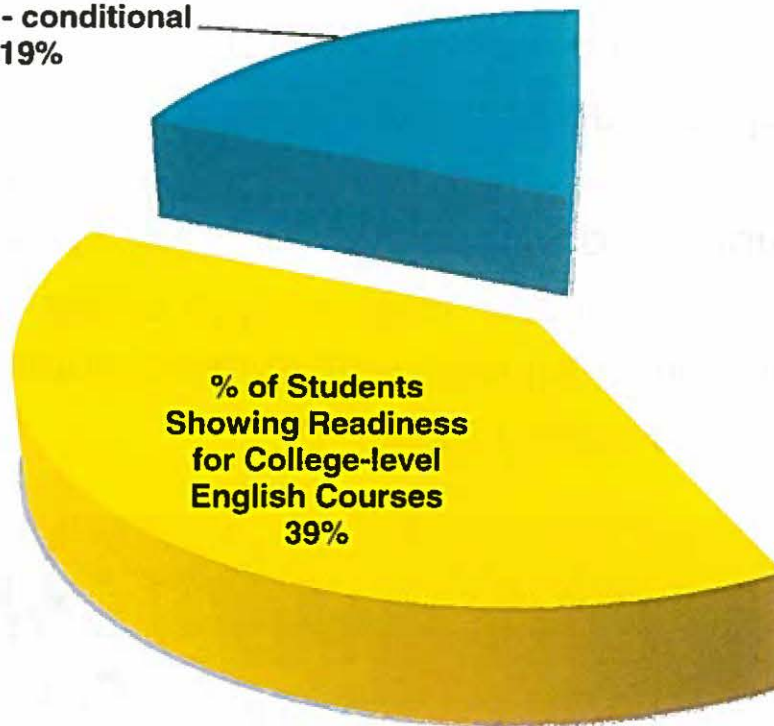
Priority Area: Pupil/Student Achievement



Early Assessment Program (EAP)—English-Language Arts

All Students

% Ready for CSU or
participating CCC
college-level English
courses - conditional
19%



% Not yet
demonstrating
readiness for CSU or
participating CCC
college-level English
courses
42%

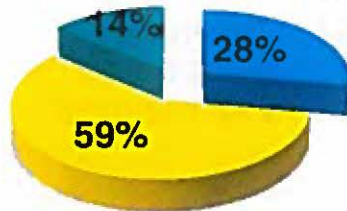
% of Students
Showing Readiness
for College-level
English Courses
39%

Priority Area: Pupil/Student Achievement

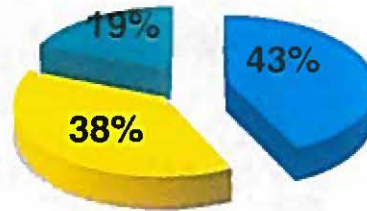


Early Assessment Program—English-Language Arts

Asian



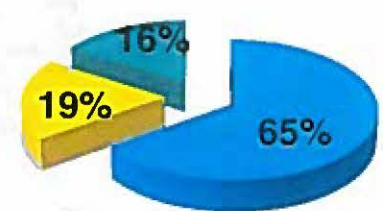
White



Black or African American



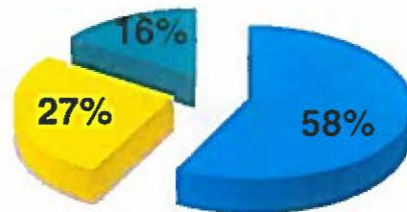
Hispanic



English Learner



Redesignated



Special Education



Socioeconomically Disadvantaged

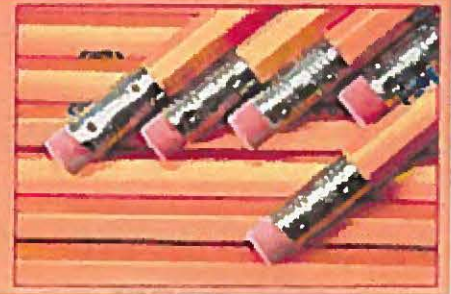


- % Not yet demonstrating readiness for CSU or participating CCC college-level English courses
- % of Students Showing Readiness for College-level English Courses
- % Ready for CSU or participating CCC college-level English courses - conditional

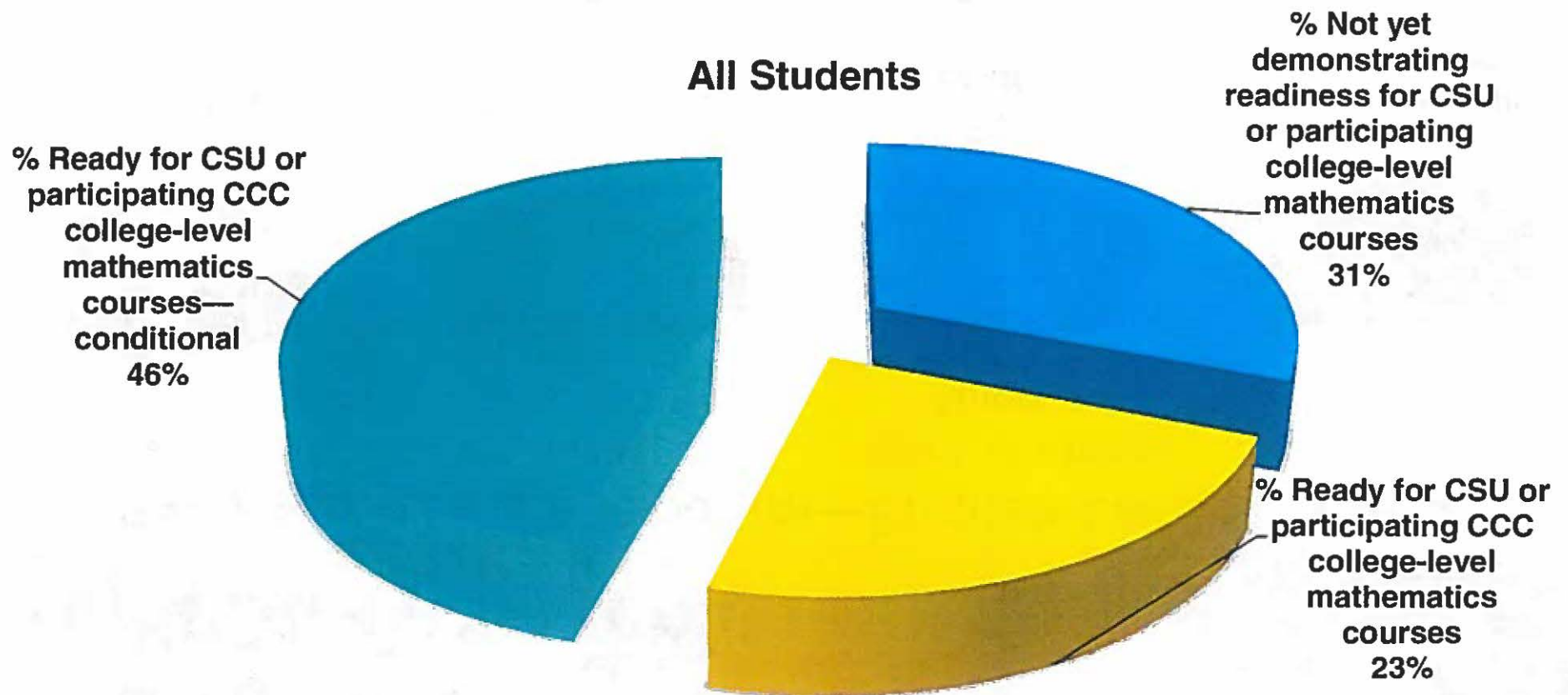
Students can be counted in one or more student group

Source: STAR Data File

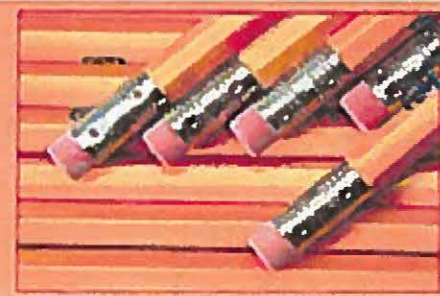
Priority Area: Pupil/Student Achievement



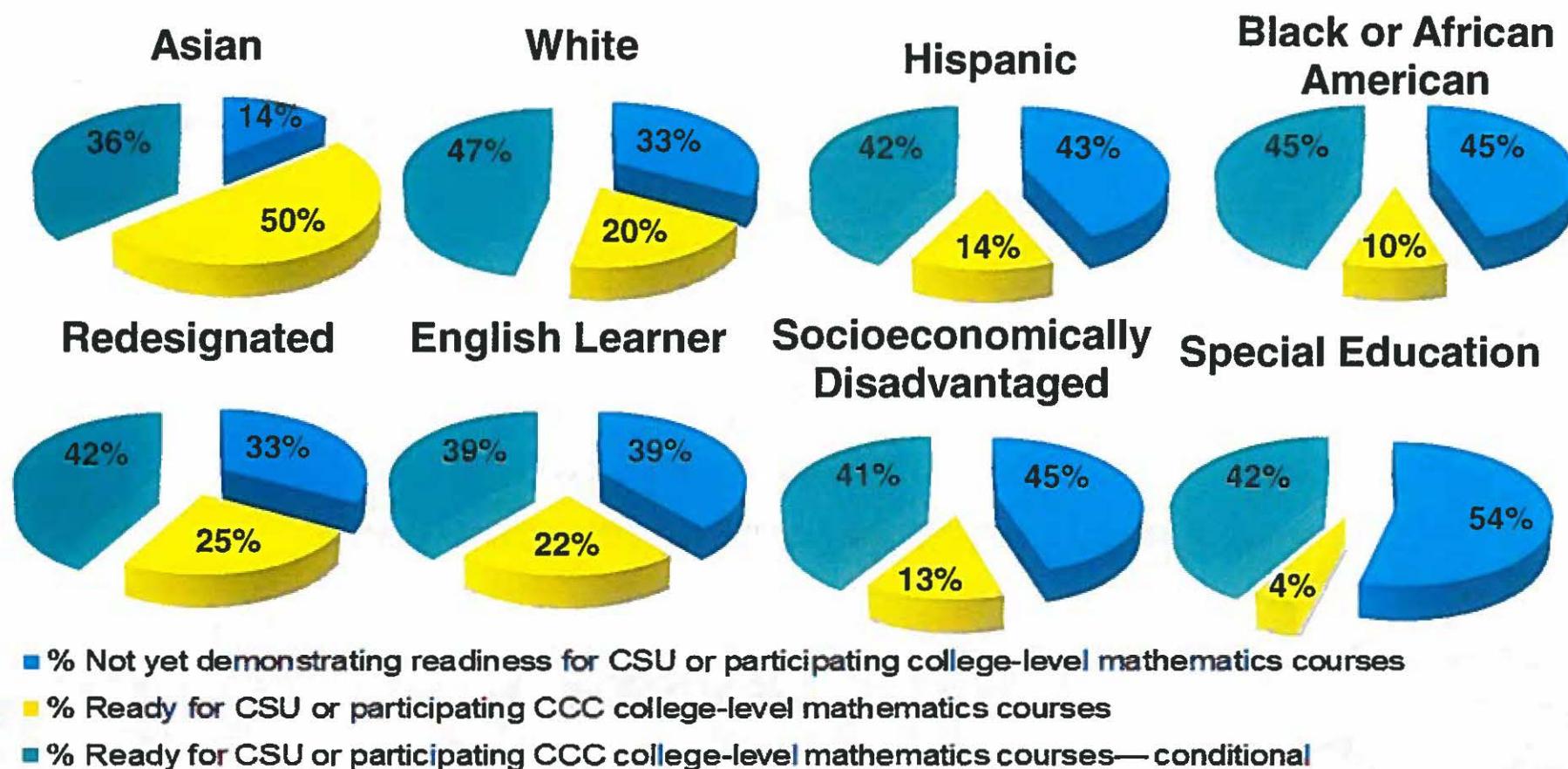
Early Assessment Program—Mathematics



Priority Area: Pupil/Student Achievement



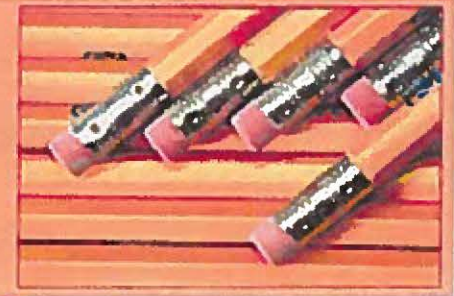
Early Assessment Program—Mathematics



Students can be counted in one or more student group

Source: STAR Data File

Priority Area: Pupil/Student Achievement



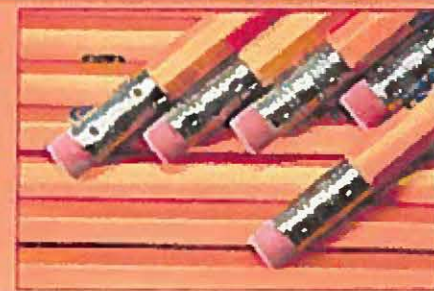
Advanced Placement Tests and Enrollment

	2012-13 Scores 3, 4, 5		Total Tests Taken By Students in this Subgroup	Total Students Enrolled from this Subgroup	Total Students as a Percent of AP Enrolled Students
	Number of Tests with Score of 3, 4, or 5 Taken by Students in this Subgroup	Percent of Tests with Score of 3, 4, or 5 Taken by Students in this Subgroup			
All Students	6,539	78%	8,372	4,430	100%
Asian	1,119	82%	1,364	550	12%
Black or African American	80	70%	115	66	2%
Hispanic	686	70%	979	609	14%
White not Hispanic	5,084	78%	6,532	3609	82%
English Learner	11	100%	11	10	<1%
Redesignated	821	75%	1092	519	12%
Special Education	31	67%	46	30	1%
Socioeconomically Disadvantaged	514	68%	751	463	11%

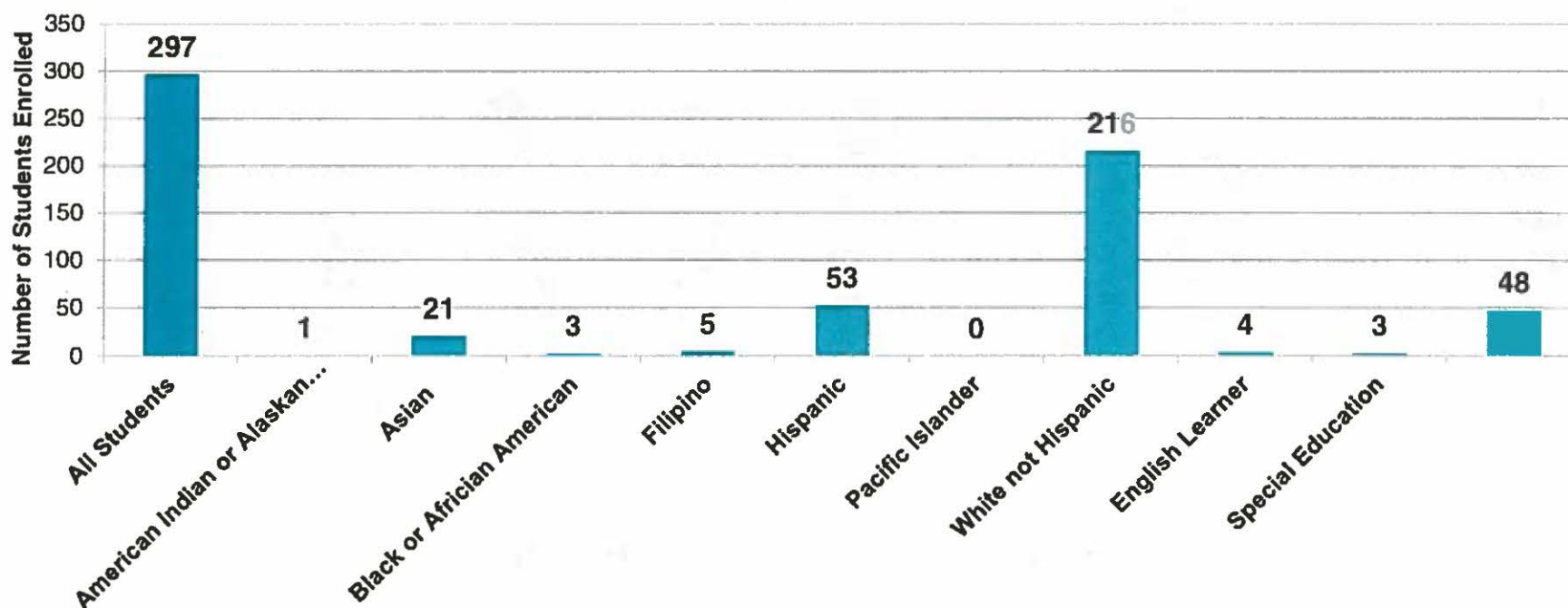
Students can be counted in one or more student group

4,055 of the students enrolled in AP courses (91.5%) took at least one exam.

Priority Area: Pupil/Student Achievement



**High School International Baccalaureate (IB) Course
Enrollment by Subgroup**



Number of 2013 SCHS graduates receiving IB diploma: 30

Number of 2013 CVHS graduates receiving IB diploma: 25

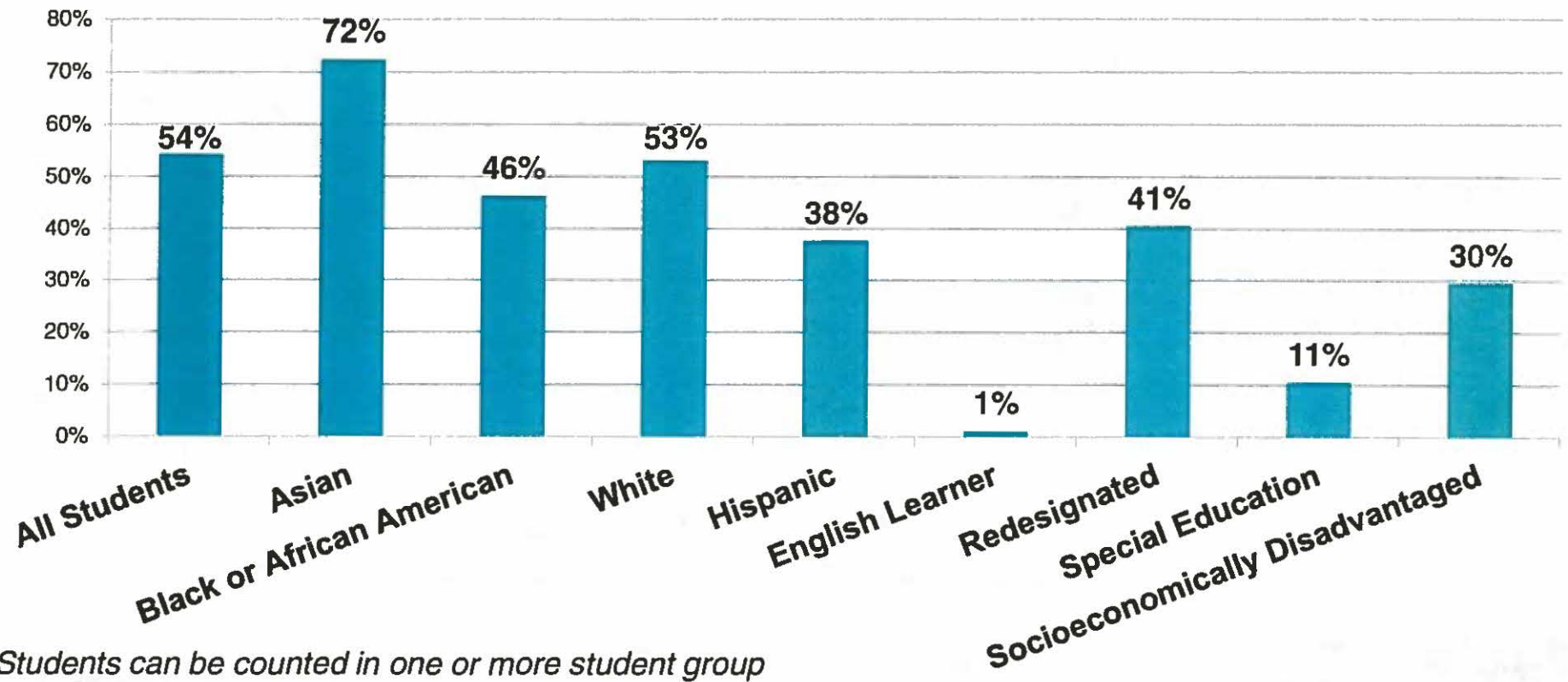
Students can be counted in one or more student group

Source: District Aeries/IBIS (International Baccalaureate Information System)

Priority Area: Pupil/Student Achievement



Students Completing A-G Requirements



“A-G requirements” are the set of classes students must take in order to be eligible for acceptance to the University of California (UC) or California State University (CSU) schools.

Priority Area: Pupil/Student Achievement



Credit Status of 2012-2013

	On Track (Completed 60 or more credits)	1-10 Units Credit Deficient	11-20 Units Credit Deficient	21-30 Units Credit Deficient	31-40 Units Credit Deficient	41-50 Units Credit Deficient	+51 Units Credit Deficient	Total Credit Deficient	Total Students
Freshman	81.5% (3,288)	9.7%	4.3%	2.3%	1.5%	0.5%	0.1%	726	4035
Sophomores	73.3% (2,974)	12.2%	5.5%	3.1%	2.0%	1.6%	2.3%	1,110	4058
All Students	84.1% (4,139)	8.0%	3.5%	1.5%	0.9%	0.71%	1.22%	795	4922

Each semester course is worth five credits.

Source: District Aeries

Priority Area: Pupil/Student Achievement



Fall 2013 PSAT*			
Average Score For Students in Grade 11			
	Mathematics	Writing	Reading
Districtwide	53.04	50.38	52.23
Black or African American	49.27	48.14	51.05
Hispanic	48.8	47.3	48.2
Asian	62.0	57.1	57.1
White	52.1	49.65	51.64
English Learner	44	34.44	34.22
Redesignated	51.93	48.47	49.62
Socioeconomically Disadvantaged	45.78	44.49	45.87
Special Education	46.29	46.32	46.97

Students can be counted in one or more student group

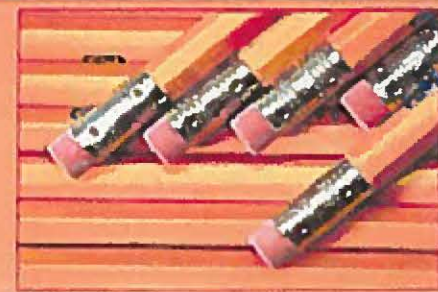
Maximum score for each section is 80 points.

Total Students (11gr) Taking PSAT = 1,330 (31%)

Total Student Count = 4,310

*This is a voluntary, fee-based test provided by an outside vendor.

Priority Area: Pupil/Student Achievement



2013 SAT* Total # of Test Takers = 2,017 (49%) Total # of Seniors = 4,095				
Average Scores of CUSD College Bound Seniors				
	Test-Takers	Critical Reading	Mathematics	Writing
Districtwide	2,147	542	553	537
Test Takers who Described Themselves as:	# in group:	Mean Score	Mean Score	Mean Score
American Indian/Alaska Native	10	506	489	495
Asian, Asian American, or Pacific Islander	273	563	601	566
Black or African American	49	515	513	495
Mexican or Mexican American	177	508	511	500
Puerto Rican	11	568	569	545
Other Hispanic, Latino, or Latin American	104	524	525	513
White	1,393	544	554	539

Data not available for Socioeconomically Disadvantaged, English Learner, Redesignated, or Special Education subgroups.

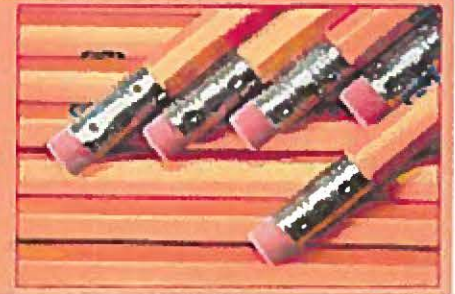
Maximum score for each section is 800 points

If student scores 500 on Critical Reading, or 550 on Math, he/she will not have to take college placement tests for that subject.

*This is a voluntary, fee-based test provided by an outside vendor.

Source: District Highlights Report, College Board

Priority Area: Pupil/Student Achievement



Average ACT Scores by Race & Ethnicity					
Graduating Class 2013					
	English	Mathematics	Reading	Science	Composite
All Students	24.7	25.2	24.8	23.9	24.8
Black/African American	21.8	23.1	22	22.3	22.4
White	24.8	25.2	24.9	24	24.8
Hispanic/Latino	23.4	24.2	23.9	22.8	23.7
Asian	26.1	27.8	26.3	25.5	26.5

Data not available for Socioeconomically Disadvantaged, English Learner, Redesignated, or Special Education subgroups.

Maximum score for each section is 36 points

If student scores 22 on the English test or 23 on Math, he/she will not have to take college placement tests for that subject.

Total Tested = 1,444 (35.26%)

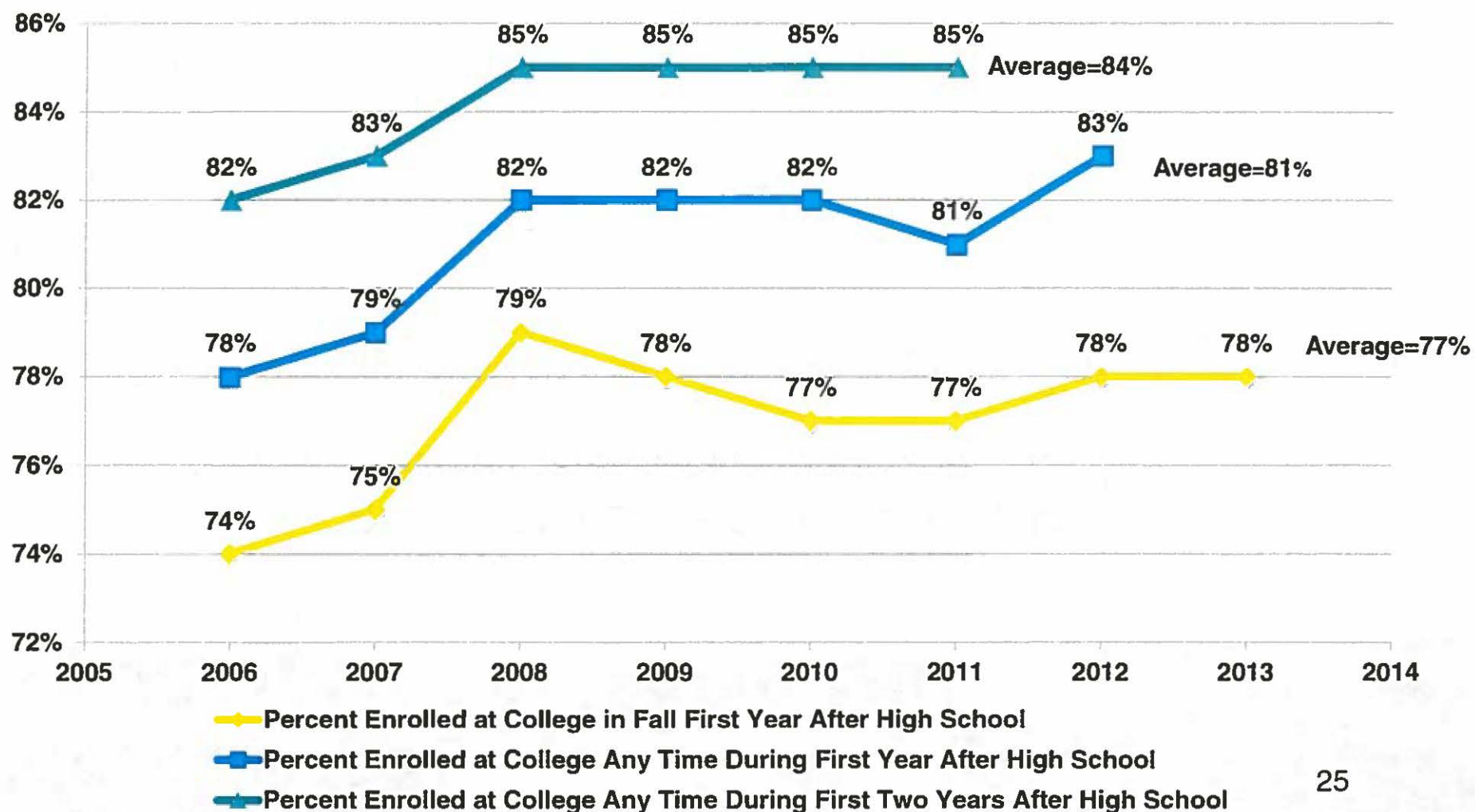
Total N of Seniors = 4,095

*This is a Voluntary, Fee-Based test provided by an outside vendor.

Priority Area: Pupil/Student Achievement



CUSD Graduates College Enrollment



Source: National Student Clearinghouse

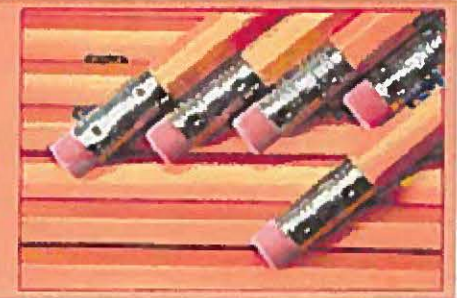
Priority Area: Pupil/Student Achievement



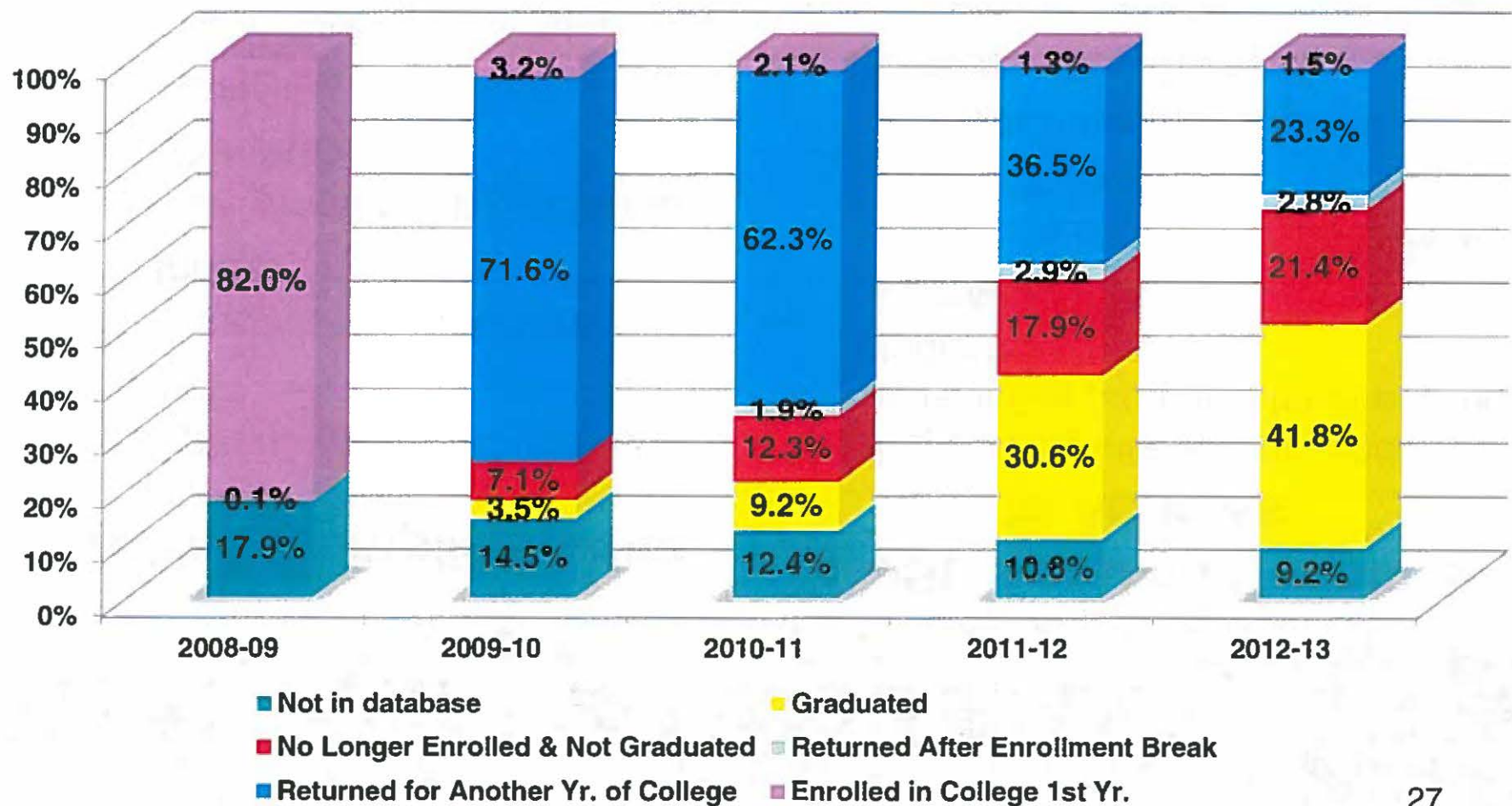
Count of Students Enrolled in College the Fall Immediately Following Graduation From High School

Class of	2006	2007	2008	2009	2010	2011	2012	2013
Total In the Class	3,053	3,239	3,526	3,645	3,776	4,094	3,806	3,819
Total Enrolled	2,254	2,430	2,799	2,832	2,921	3,134	2,952	2,963
Total in 4-Year	1,022	1,112	1,312	1,265	1,365	1,480	1,464	1,476
Total in 2-Year	1,232	1,318	1,487	1,567	1,556	1,654	1,488	1,487

Priority Area: Pupil/Student Achievement



Class of 2008 Postsecondary Enrollment and Progress



What Does The Data Tell Us?



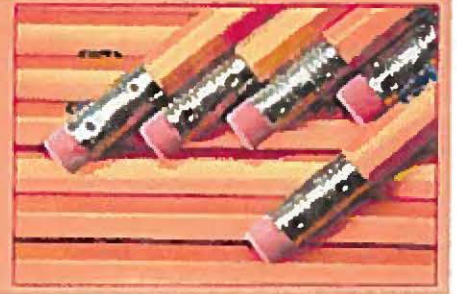
CUSD Accomplishments

- Exceptional performance as a District
 - Academic Performance Index
 - Performance on California Standards Test
 - CAHSEE Pass Rates
 - Special Education Student Performance
 - Advanced Placement test results
 - College enrollment

CUSD Areas to Continue to Address

- Preparation, intervention, and remediation programs for struggling students
 - CAHSEE
 - Course completion, placement, and options
 - English Learner Support
 - Counseling Support
- Preparation for college and careers
 - Early Assessment Program
 - A-G completion
 - 4 Year College-Going Rate
 - Career Technical Education

Next Steps



- Continue presenting the data to our stakeholder groups
- Draft the LCAP to bring to advisory groups and the Board for input
- Finalize the LCAP and present to the Board for approval
- Submit to OCDE/CDE for review