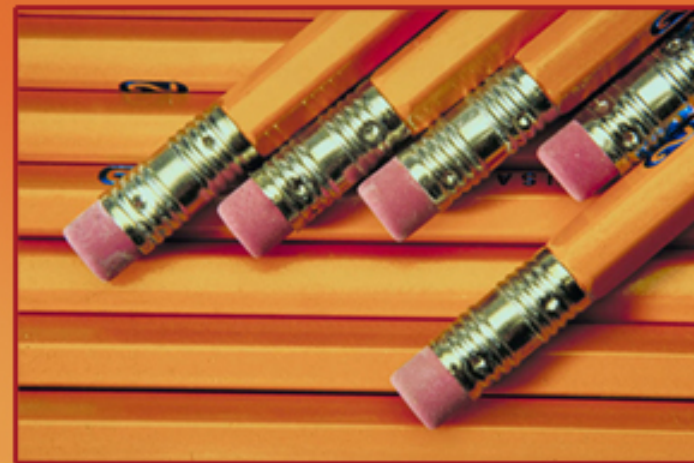




CUSD Local Control Accountability Plan (LCAP) Report Data Sharing



Spring 2014

Who Attends CUSD?



2012-2013 Enrollment

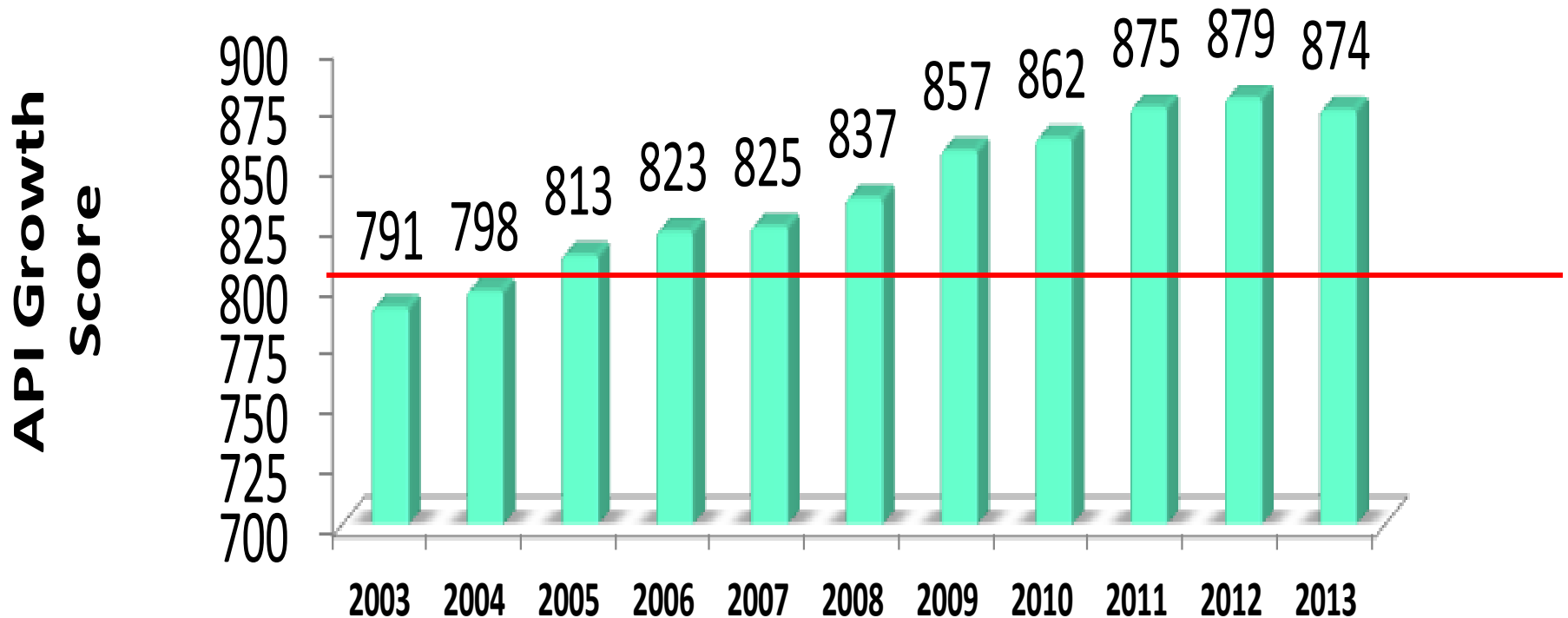
	Total Enrollment	African American not Hispanic	Asian	Hispanic or Latino	White not Hispanic	English Learners	Redesignated	Socioeconomically Disadvantaged	Special Education
CUSD	52,985	688 (1.3%)	2,892 (5.4%)	13,512 (25.1%)	32,380 (60.2%)	5,404 (10.0%)	558 (10.3%)	12,793 (24.1%)	4,225 (8%)
Orange County	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 subgroups

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



CUSD API Growth Scores 2003 to 2013



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



CUSD Subgroup Growth API Scores

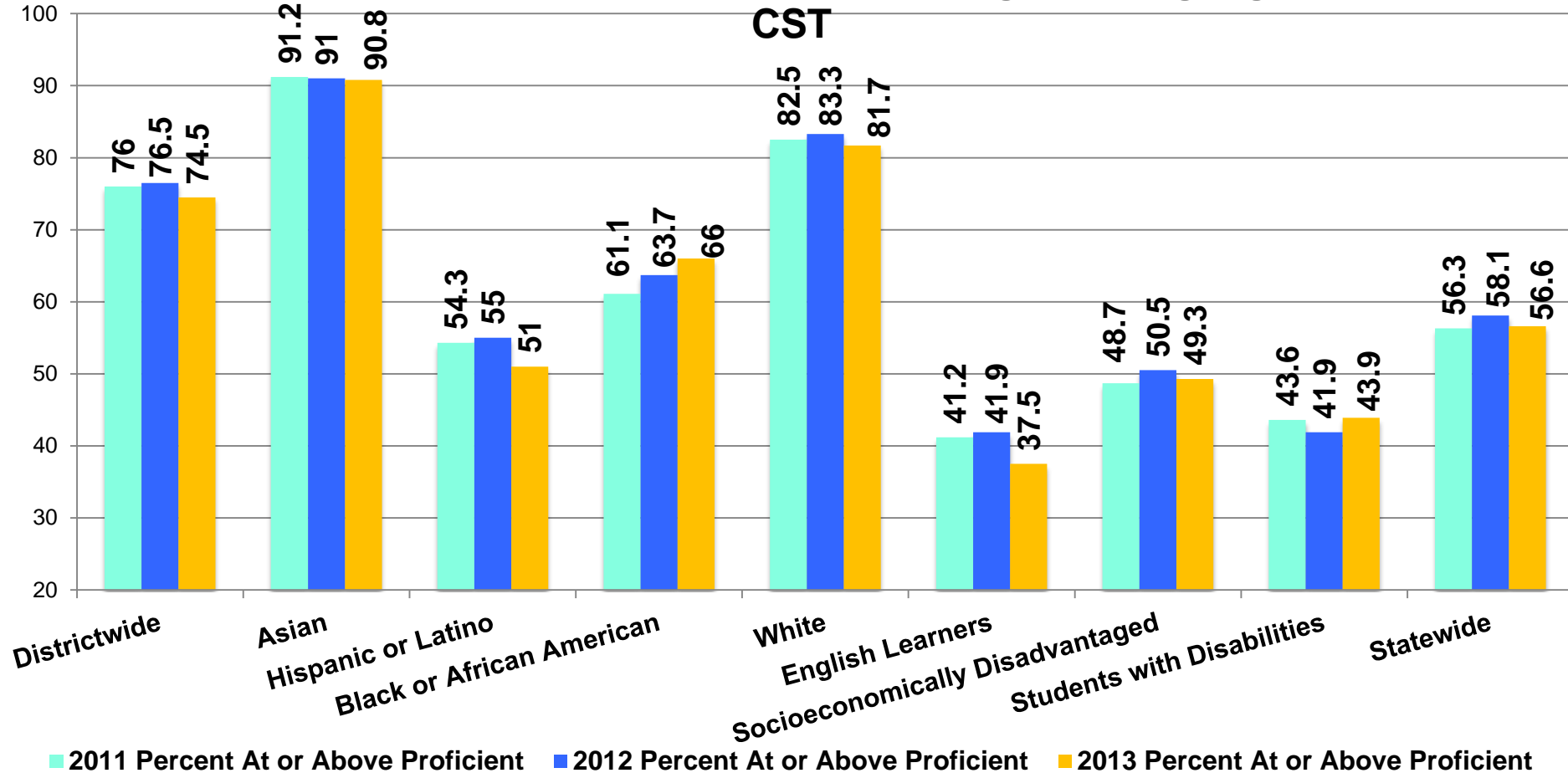
Subgroup	2011 Subgroup Growth API	2012 Subgroup Growth API	2013 Subgroup Growth API
African American (not of Hispanic origin)	815	811	820
Asian	956	963	956
Hispanic or Latino	784	786	781
White (not Hispanic)	900	905	900
Socioeconomically Disadvantaged	762	766	773
English Learners	726	727	719
Students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

Students can be counted in one or more subgroups

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



Percent Proficient or Advanced on the English-Language Arts

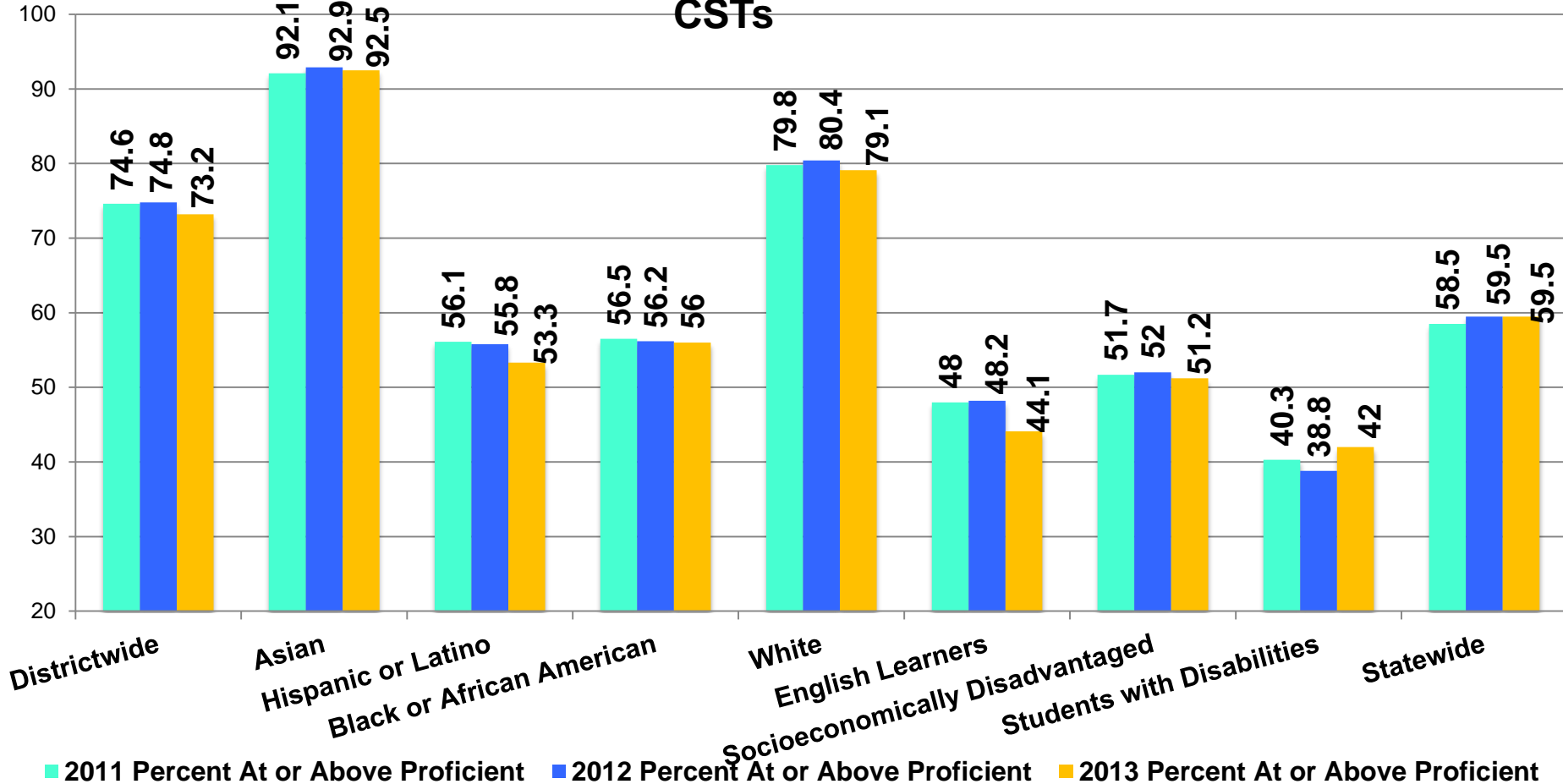


Students can be counted in one or more subgroups

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



Percent Proficient or Advanced on Grades 2-8 Mathematics CSTs

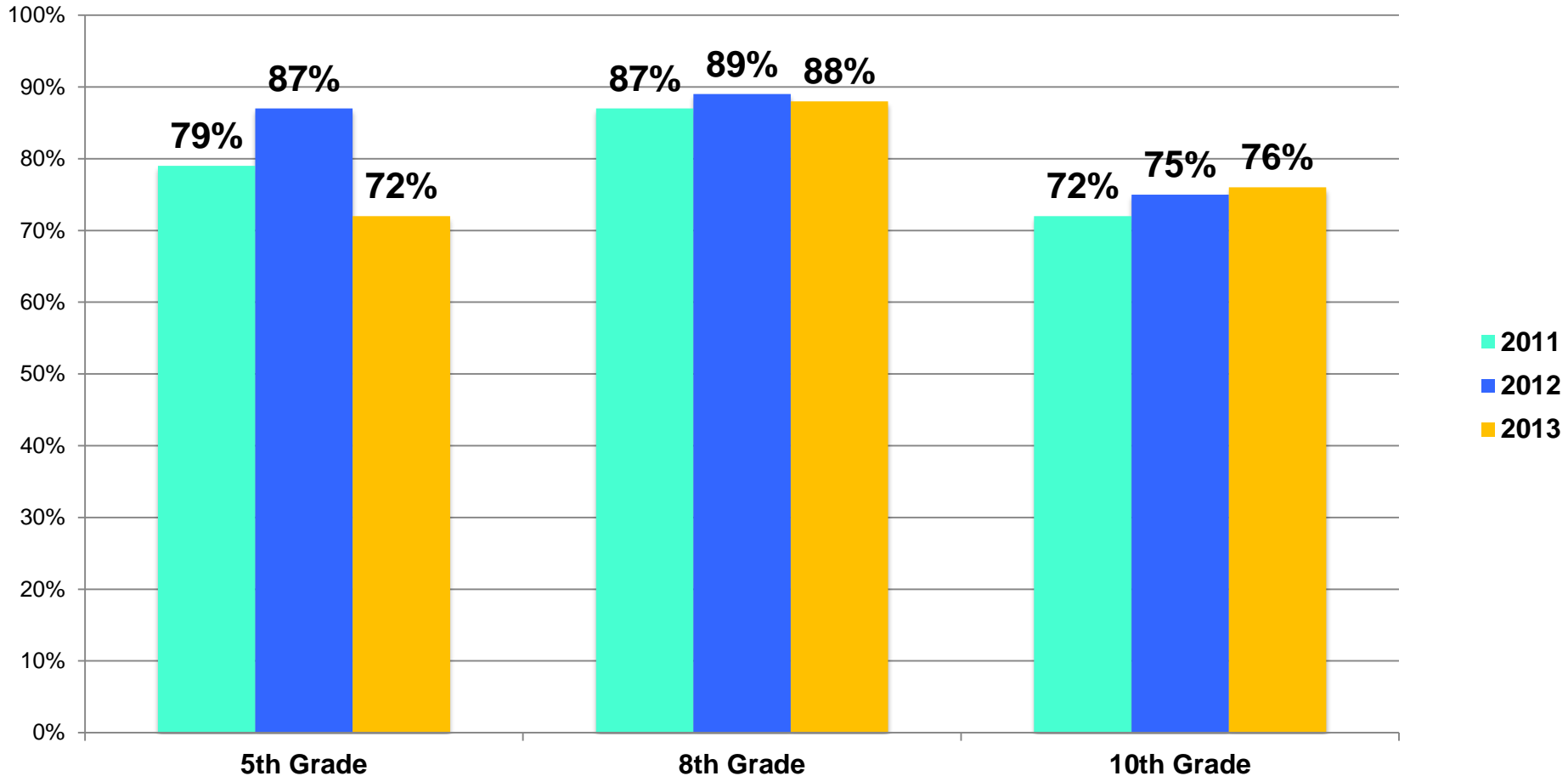


Students can be counted in one or more subgroups

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



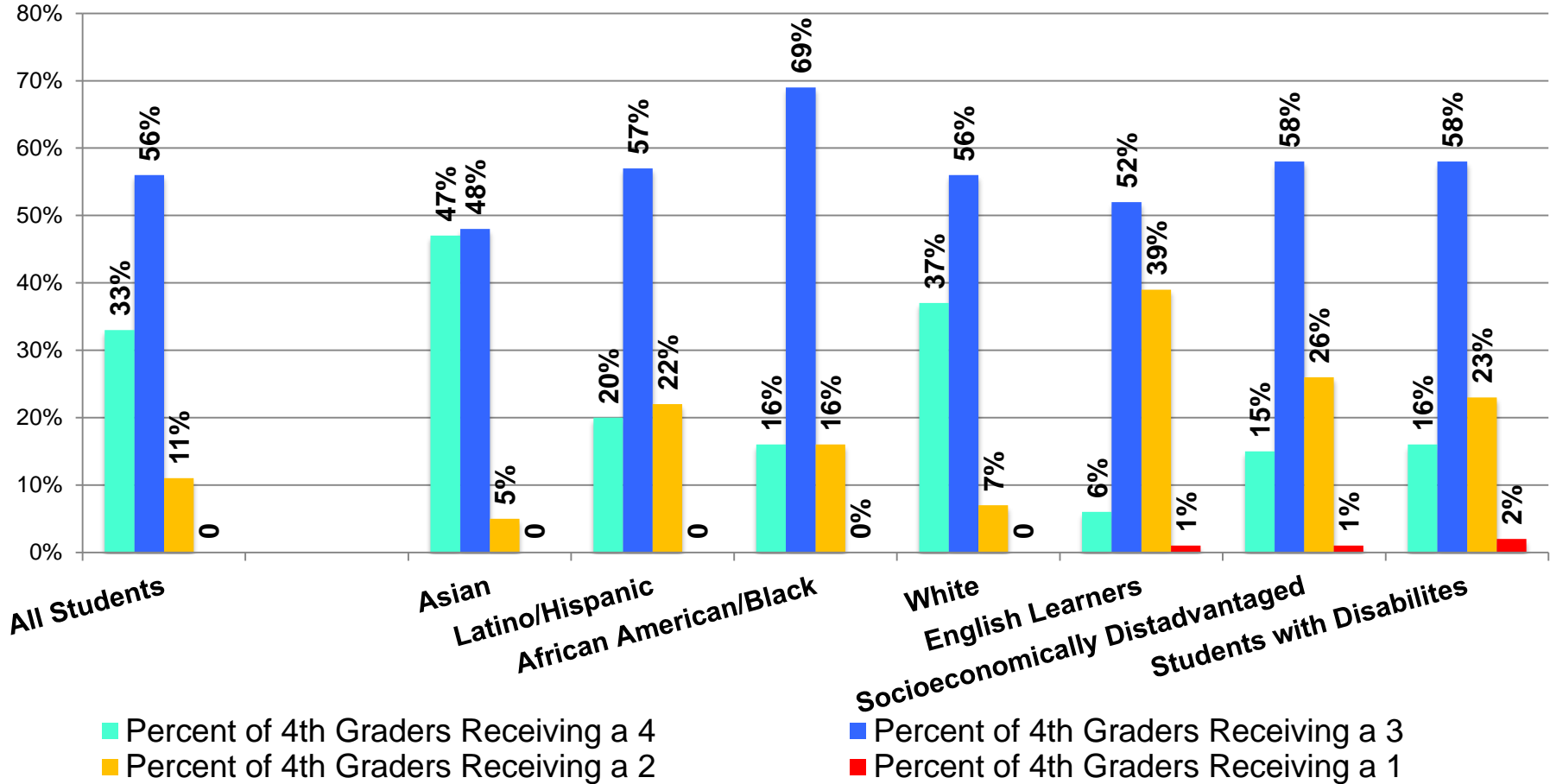
Percent Proficient or Advanced on Grade Level Science CSTs



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



2013 FOURTH GRADE STAR WRITING RESULTS

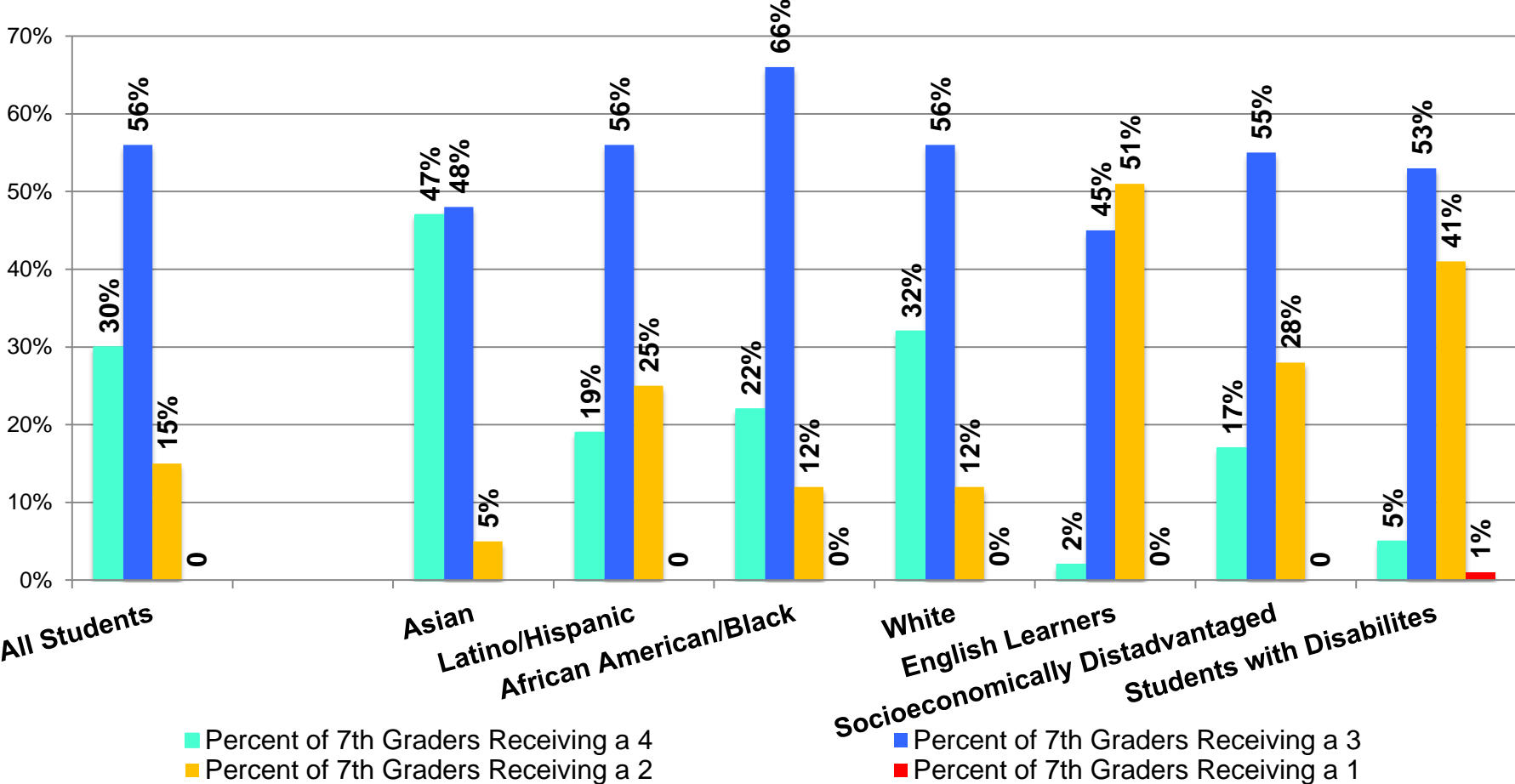


Students can be counted in one or more subgroups

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



2013 Seventh Grade Writing Test Results

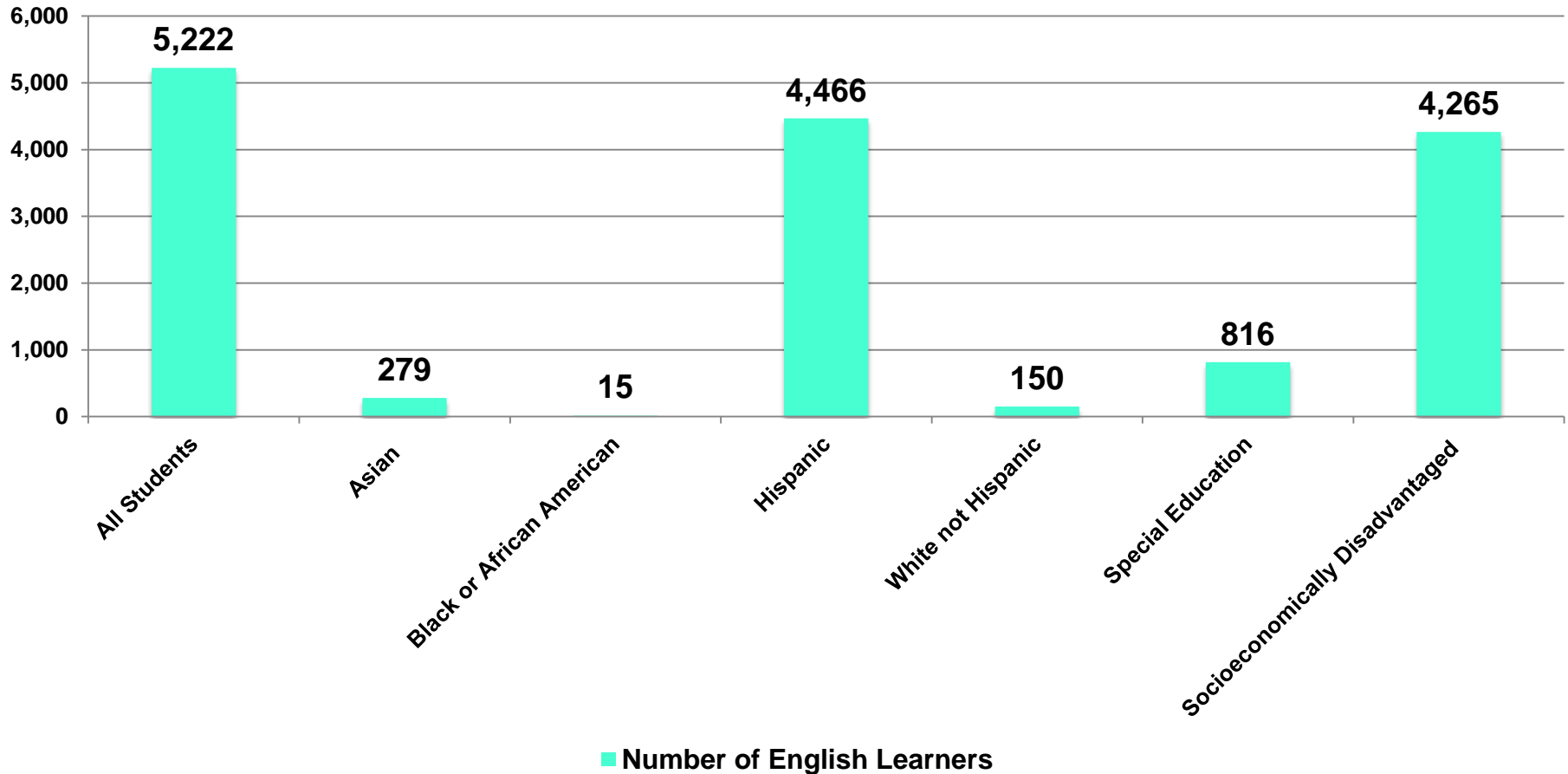


Students can be counted in one or more subgroups

Who Are CUSD English Learners?



2013-14 English Learners by Subgroup



Students can be counted in one or more subgroups

Long Term English Learners



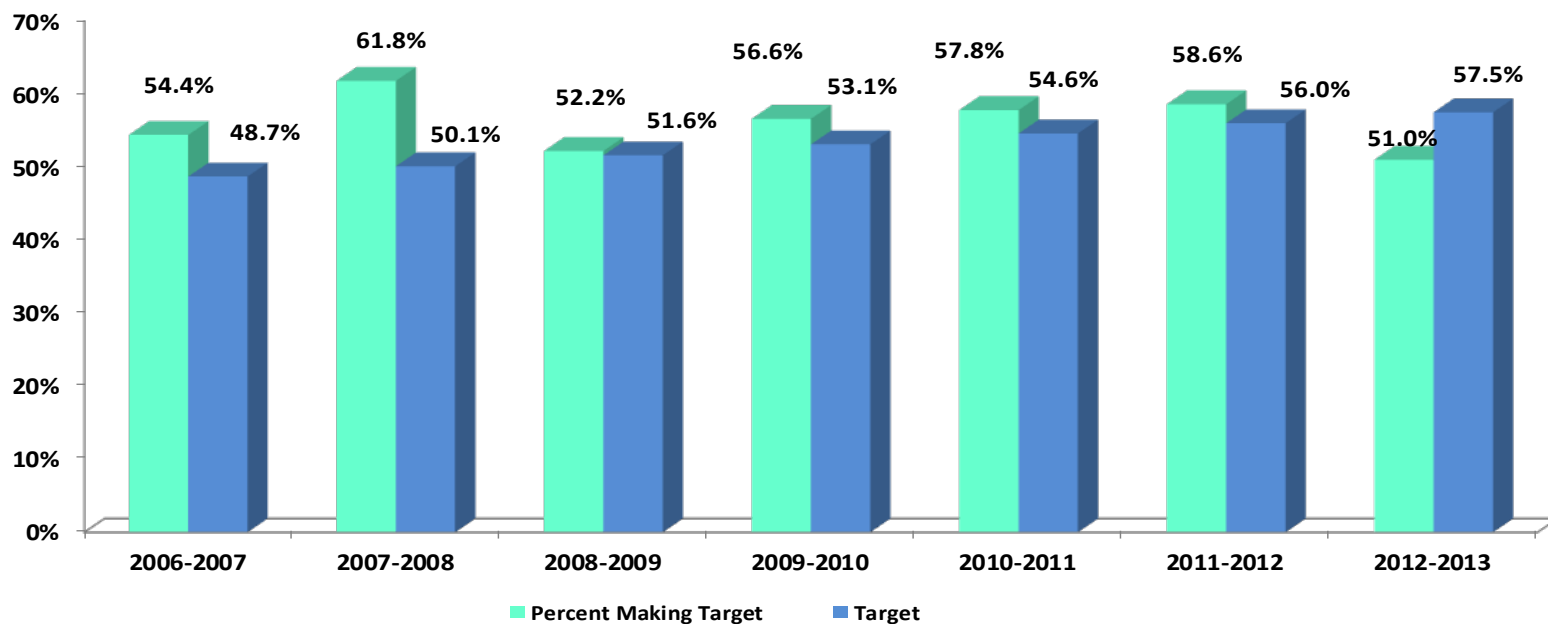
English Learners in CUSD Program for More than Five Years (Long-Term ELs of LTEL)

	Years in Program										Total EL Students in LTEL Program	Total EL Students in Grade Level	Percent of Grade Level ELs who are LTEL
	6	7	8	9	10	11	12	13	14	16			
All Students	350	285	74	163	154	161	109	145	15	2	1699	2141	79.40%
5th	349	22	19								390	458	85.20%
6th	20	219	29	10							278	345	80.60%
7th	10	17	182	22	8						239	303	78.90%
8th	10	4	6	120	35	4					179	240	74.60%
9th	8	5	7	7	109	20					156	198	78.80%
10th	2	8	1	5	12	92	21				141	191	73.80%
11th	6	6	8	4	9	8	97	15			153	200	76.50%
12th	5	4	7	11	14	9	13	79	20	1	163	206	79.10%

Priority Area: Pupil/Student Achievement



California English Language Development (CELDT) Test Percent of Students Making Annual Progress in Learning English

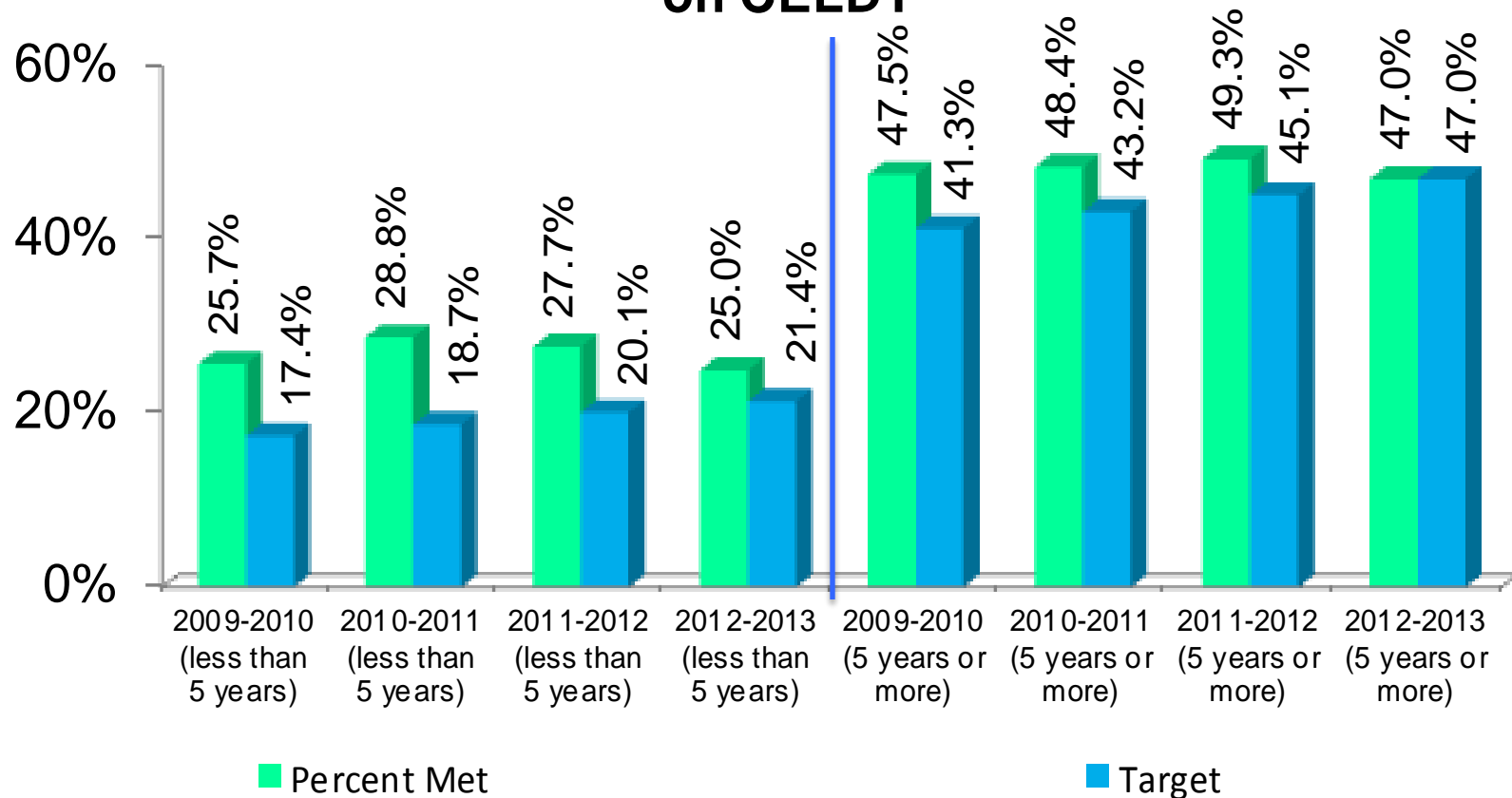


A student is considered to have met Annual Measurable Achievement Objective (AMAO) 1 if they progress at least one level on CELDT.

Priority Area: Pupil/Student Achievement



Percent Of Students Attaining English Proficiency on CELDT



A student is considered to have 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



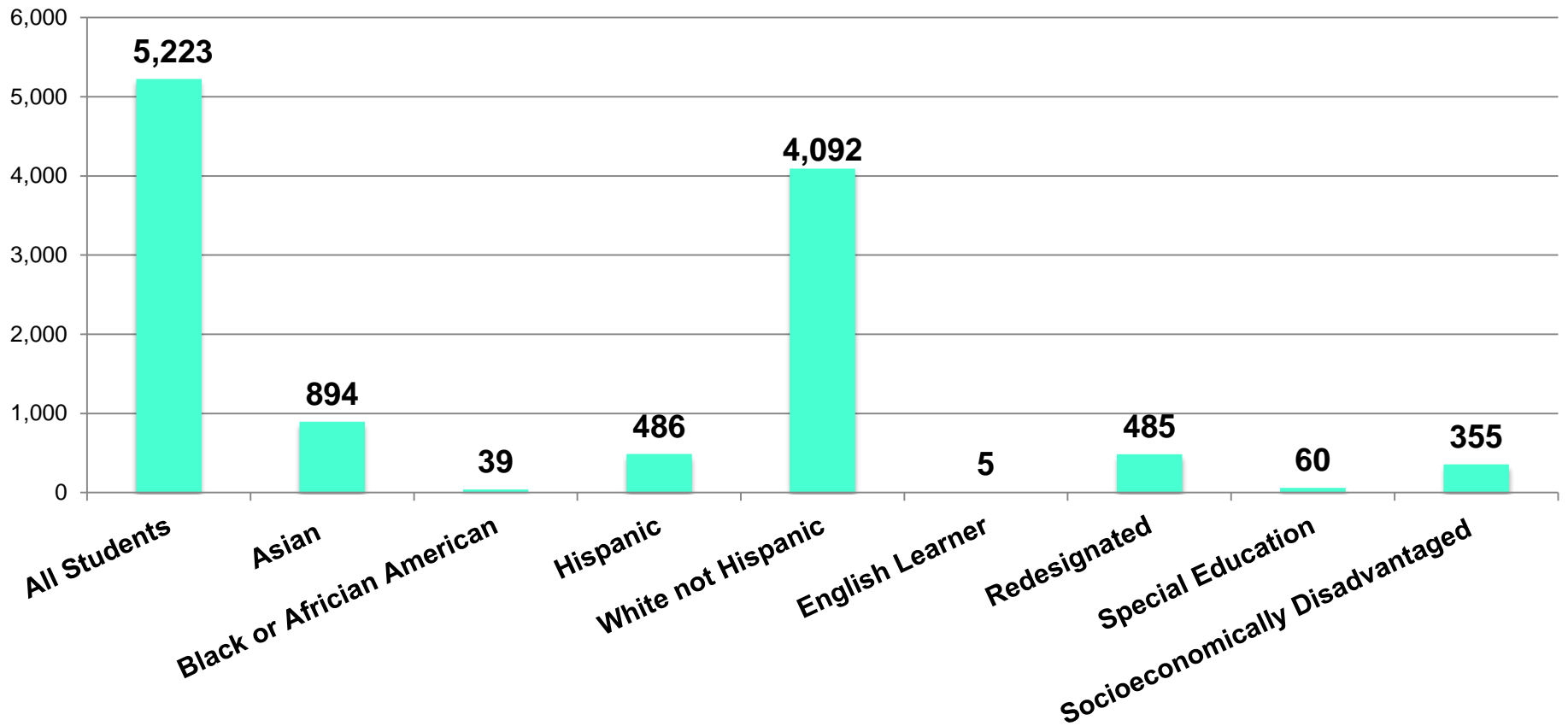
CELDT Performance Levels by Grade Level

Performance Level	Total	K	1	2	3	4	5
Advanced	462	25	49	59	49	37	53
	8%	3%	8%	8%	7%	7%	12%
Early Advanced	1,605	133	179	141	151	162	167
	28%	17%	28%	19%	22%	29%	37%
Intermediate	1,990	225	229	267	300	221	167
	35%	28%	35%	36%	44%	40%	37%
Early Intermediate	911	168	116	181	126	85	33
	16%	21%	18%	24%	18%	15%	7%
Beginning	676	252	76	97	61	51	31
	12%	31%	12%	13%	9%	9%	7%
Number Tested	5,644	803	649	745	687	556	451
Performance Level	6	7	8	9	10	11	12
Advanced	24	42	30	16	17	35	26
	7%	14%	12%	8%	7%	14%	15%
Early Advanced	112	116	100	69	96	111	68
	32%	39%	41%	33%	42%	44%	40%
Intermediate	153	96	80	70	70	67	45
	43%	33%	33%	34%	30%	26%	26%
Early Intermediate	47	25	21	30	35	22	22
	13%	8%	9%	14%	15%	9%	13%
Beginning	16	16	13	22	12	18	11
	5%	5%	5%	11%	5%	7%	6%
Number Tested	352	295	244	207	230	253	172

Priority Area: Pupil/Student Achievement



CUSD GATE Students by Subgroup

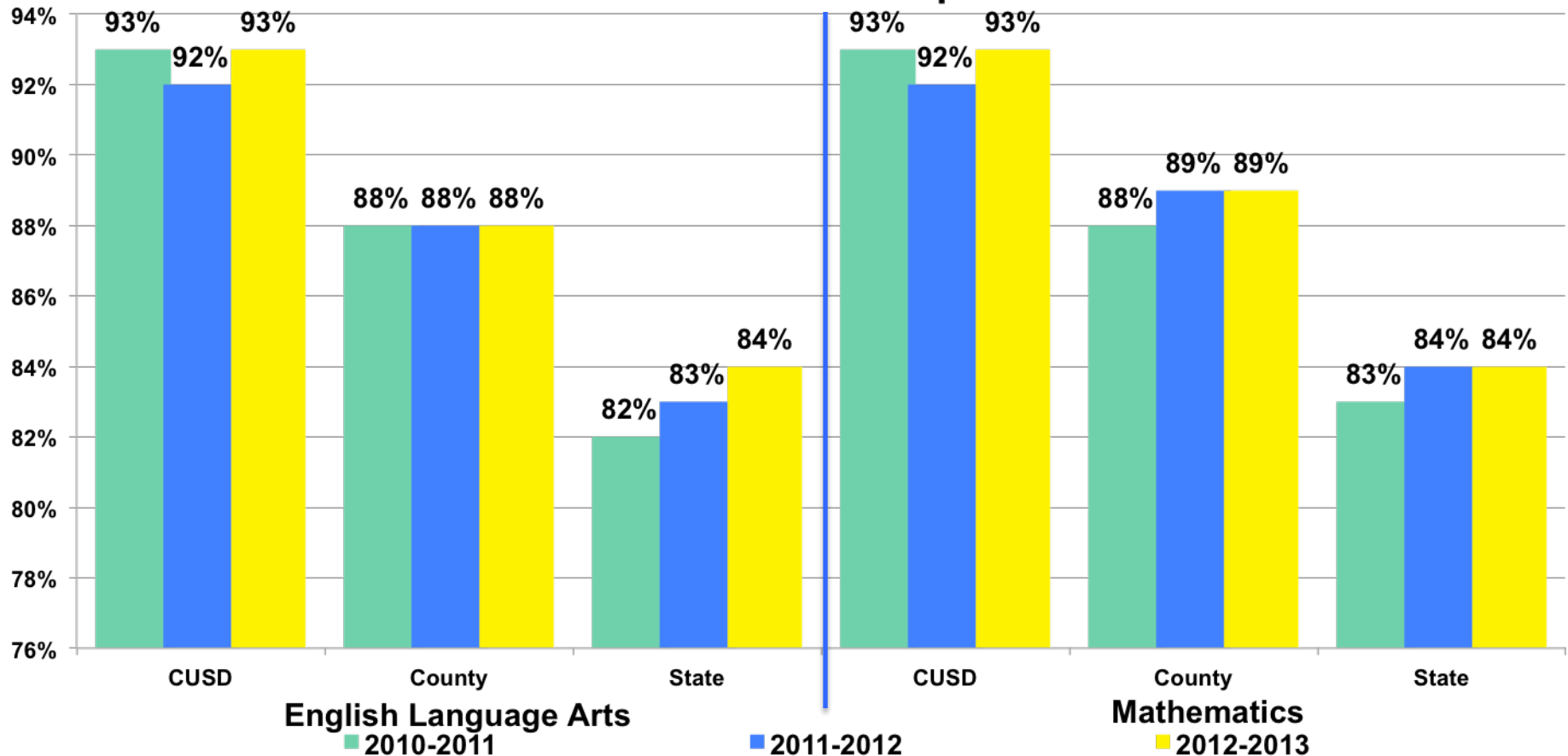


CUSD GATE program begins in 4th grade.
Students can be counted in one or more subgroups

Priority Area: Pupil/Student Achievement



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

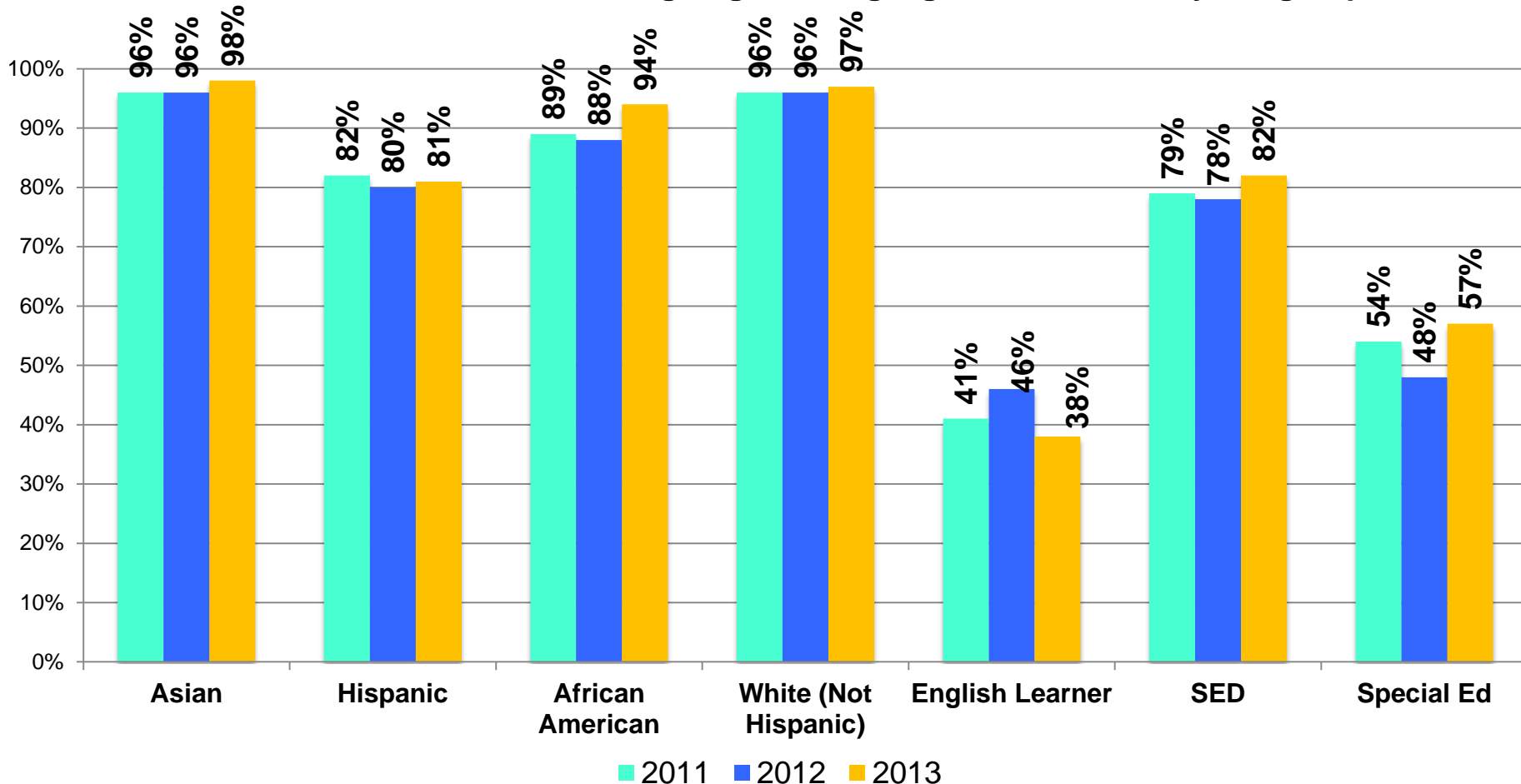


Passing score on CAHSEE is 350.

Priority Area: Pupil/Student Achievement

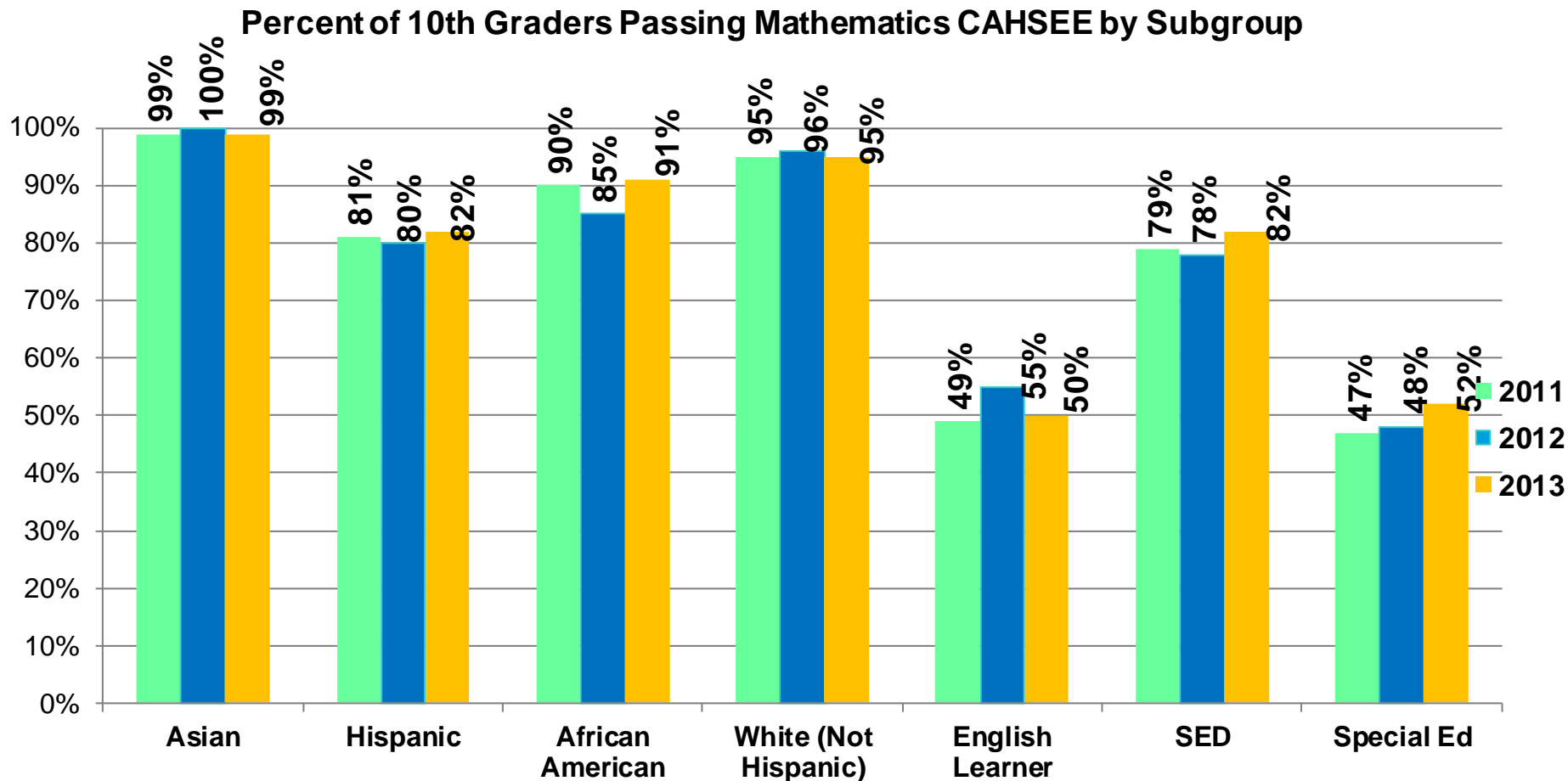


Percent of 10th Graders Passing English-Language Arts CAHSEE by Subgroup



Students can be counted in one or more subgroups

Priority Area: Pupil/Student Achievement

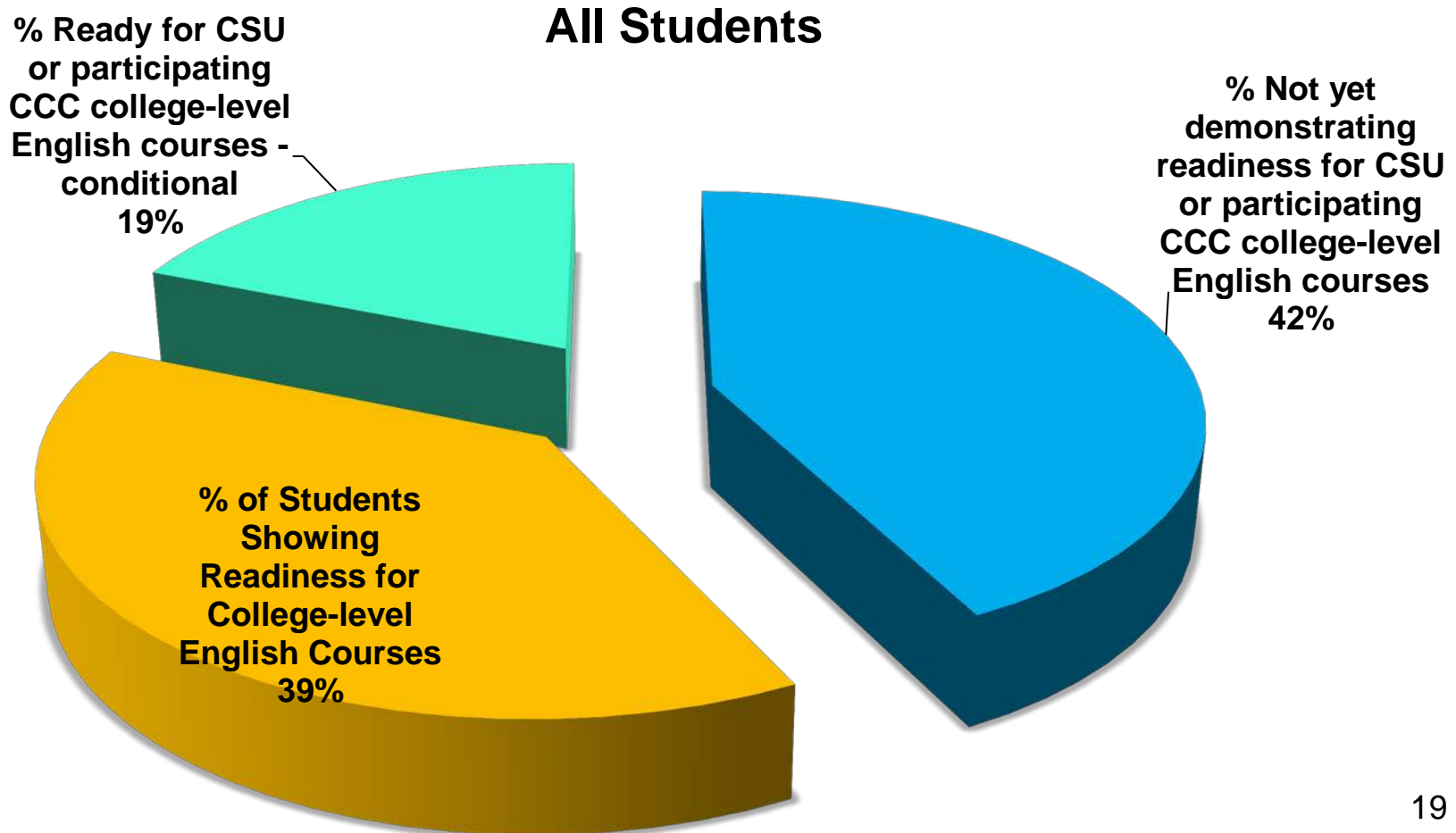


Students can be counted in one or more subgroups

Priority Area: Pupil/Student Achievement



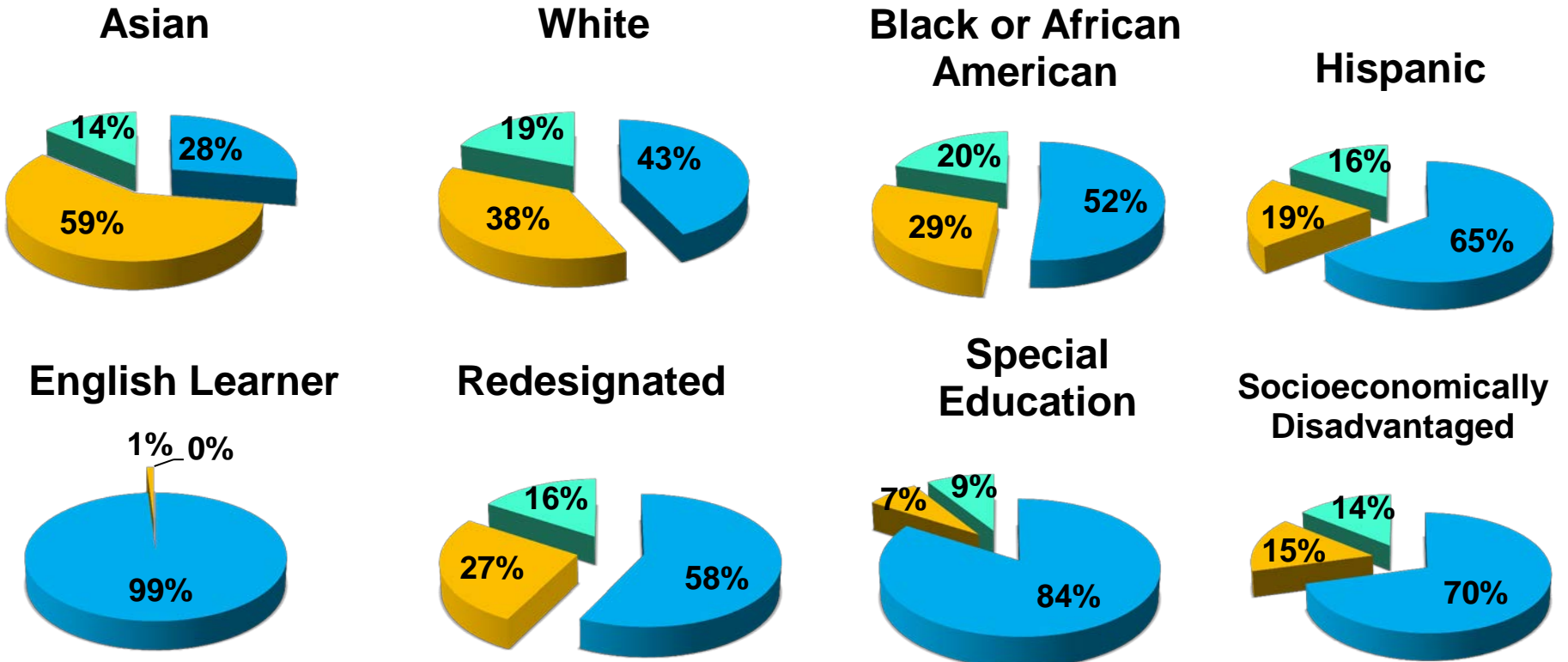
Early Assessment Program (EAP)—English-Language Arts



Priority Area: Pupil/Student Achievement



Early Assessment Program—English-Language Arts



- % 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

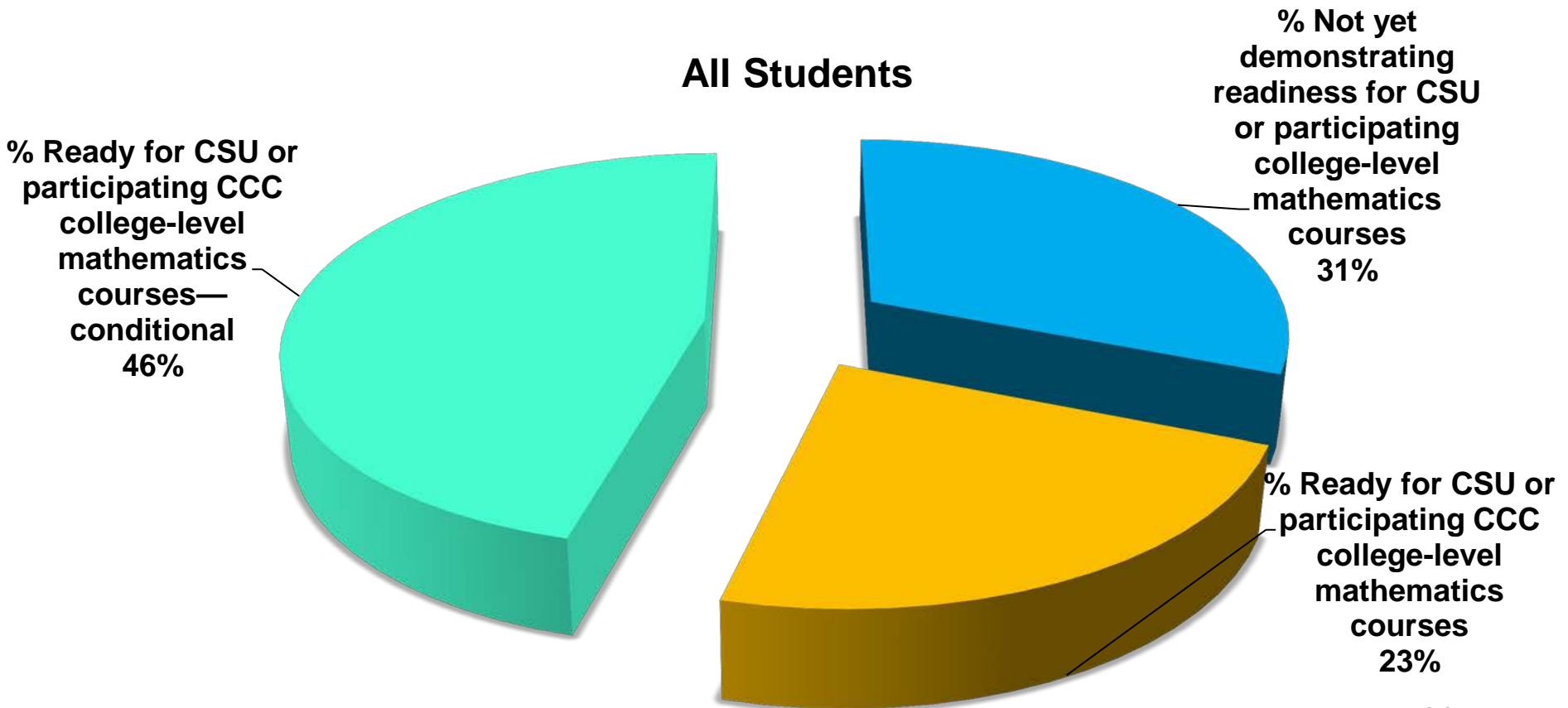
Students can be counted in one or more subgroups

Source: STAR Data File

Priority Area: Pupil/Student Achievement



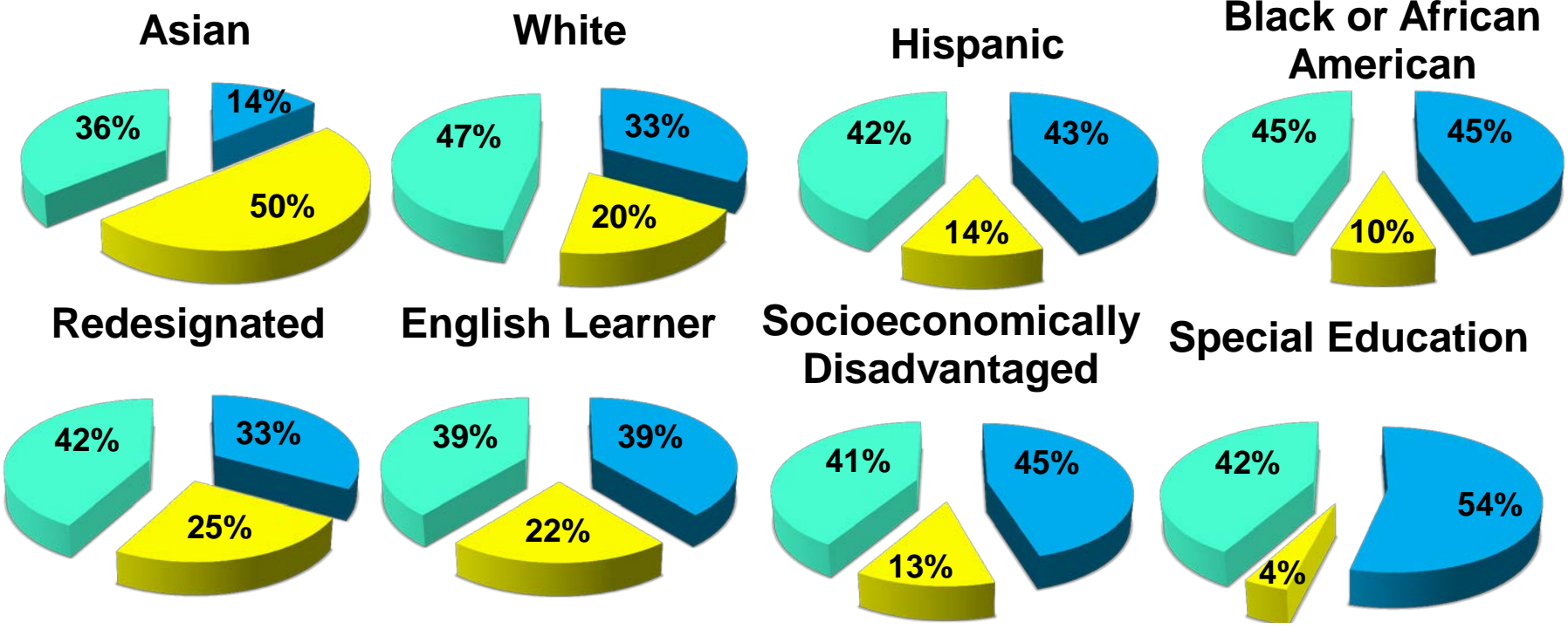
Early Assessment Program—Mathematics



Priority Area: Pupil/Student Achievement



Early Assessment Program—Mathematics



- % Not yet demonstrating readiness for CSU or participating college-level mathematics courses
- % Ready for CSU or participating CCC college-level mathematics courses
- % Ready for CSU or participating CCC college-level mathematics courses—conditional

Students can be counted in one or more subgroups

Priority Area: Pupil/Student Achievement



Advanced Placement Tests and Enrollment

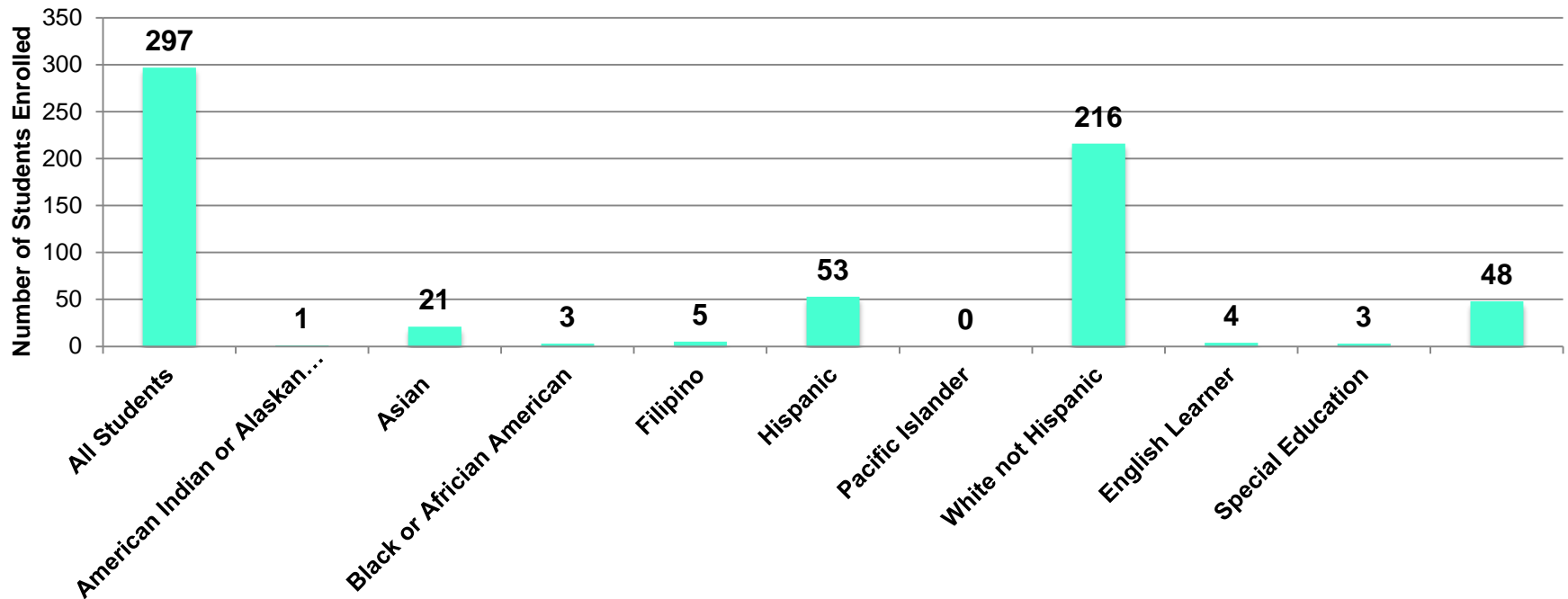
	2012-13 Scores 3, 4, 5		Total Tests Taken By Students in this Subgroup	Total Students Enrolled from this Subgroup	Total Students as a Percent of AP Enrolled Students
	Number of Tests with Score of 3, 4, or 5 Taken by Students in this Subgroup	Percent of Tests with Score of 3, 4, or 5 Taken by Students in this Subgroup			
All Students	6,539	78%	8,372	4,430	100%
Asian	1,119	82%	1,364	550	12%
Black or Africian 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 subgroups

Priority Area: Pupil/Student Achievement



High School International Baccalaureate (IB) Course Enrollment by Subgroup



Number of 2013 SCHS graduates receiving IB diploma: 30

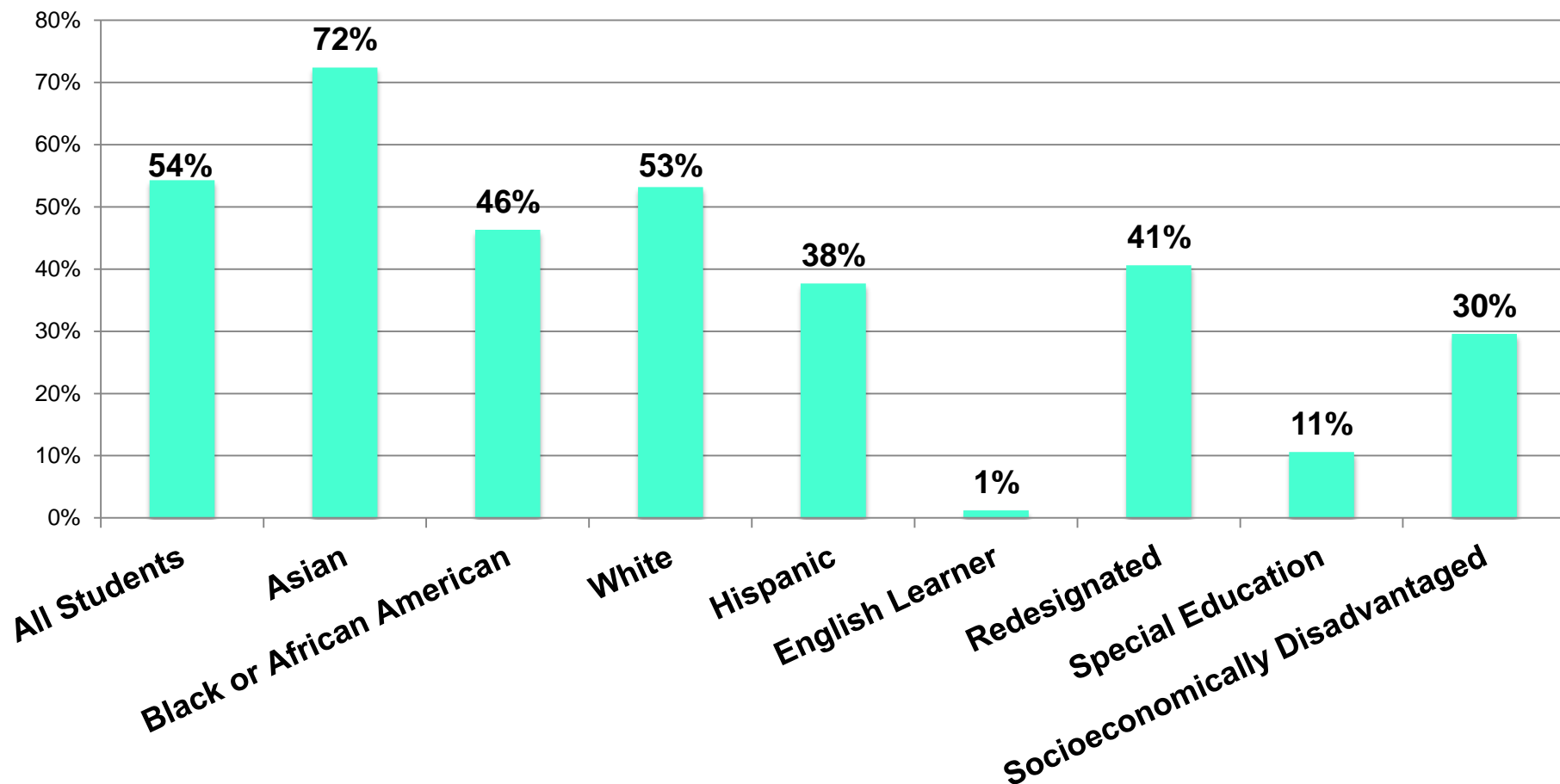
Number of 2013 CVHS graduates receiving IB diploma: 25

Students can be counted in one or more subgroups

Priority Area: Pupil/Student Achievement



Students Completing A-G Requirements



Students can be counted in one or more subgroups

Priority Area: Pupil/Student Achievement



Credit Status of 2012-2013 High School Freshmen

	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 Deficient	Total Students
All Students	3,289	393	174	94	60	19	6	4035
Asian	285	9	8	2	2	1	1	308
Black or African American	38	11	7	2	2	0	0	60
Hispanic	614	182	82	54	29	9	3	973
White not Hispanic	2,247	189	75	35	29	8	5	2,588
English Learner	62	43	32	23	12	5	0	177
Redesignated	289	93	40	21	14	2	0	459
Special Education	207	56	21	11	10	7	2	314
Socioeconomically Disadvantaged	524	193	98	62	40	12	4	933

Students can be counted in one or more subgroups

Priority Area: Pupil/Student Achievement



Credit Status of 2012-2013 High School Sophomores

	On Track (Completed 120 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 Deficient	Total Students
All Students	2974	496	223	125	81	64	95	4,058
Asian	251	12	3	2	1	2	3	274
Black or African American	48	8	2	4	1	1	5	69
Hispanic	473	151	85	73	47	39	44	912
White not Hispanic	2,118	305	127	48	34	20	39	2,691
English Learner	51	29	24	30	17	15	25	191
Redesignated	290	82	41	29	22	12	17	493
Special Education	174	69	28	13	14	8	21	327
Socioeconomically Disadvantaged	441	154	88	77	52	41	49	902

Students can be counted in one or more subgroups

Priority Area: Pupil/Student Achievement



Credit Status Credit Status of 2012-2013 High School Juniors

	On Track (Completed 180 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 Deficient	Total Students
All Students	2,911	1228	395	173	73	44	98	4,922
Asian	202	55	18	5	2	0	4	286
Black or African American	31	18	9	1	0	1	4	64
Hispanic	321	255	130	74	37	22	53	892
White not Hispanic	1,321	864	222	90	32	20	35	2,584
English Learner	47	52	34	24	16	13	26	212
Redesignated	248	142	69	37	15	9	23	543
Special Education	81	89	46	26	14	9	22	287
Socioeconomically Disadvantaged	265	236	121	81	42	28	52	825

Students can be counted in one or more subgroups

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

Maximum score for each section is 80 points.

Students can be counted in one or more subgroups

Source: College Board Data Disk

Priority Area: Pupil/Student Achievement



2013 SAT				
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

Maximum score for each section is 800 points

If student scores 500 on ELA or 550 on Math, they do not have to take college placement tests for that subject.

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

Priority Area: Pupil/Student Achievement



Average ACT Scores by Race & Ethnicity

Graduating Class 2013

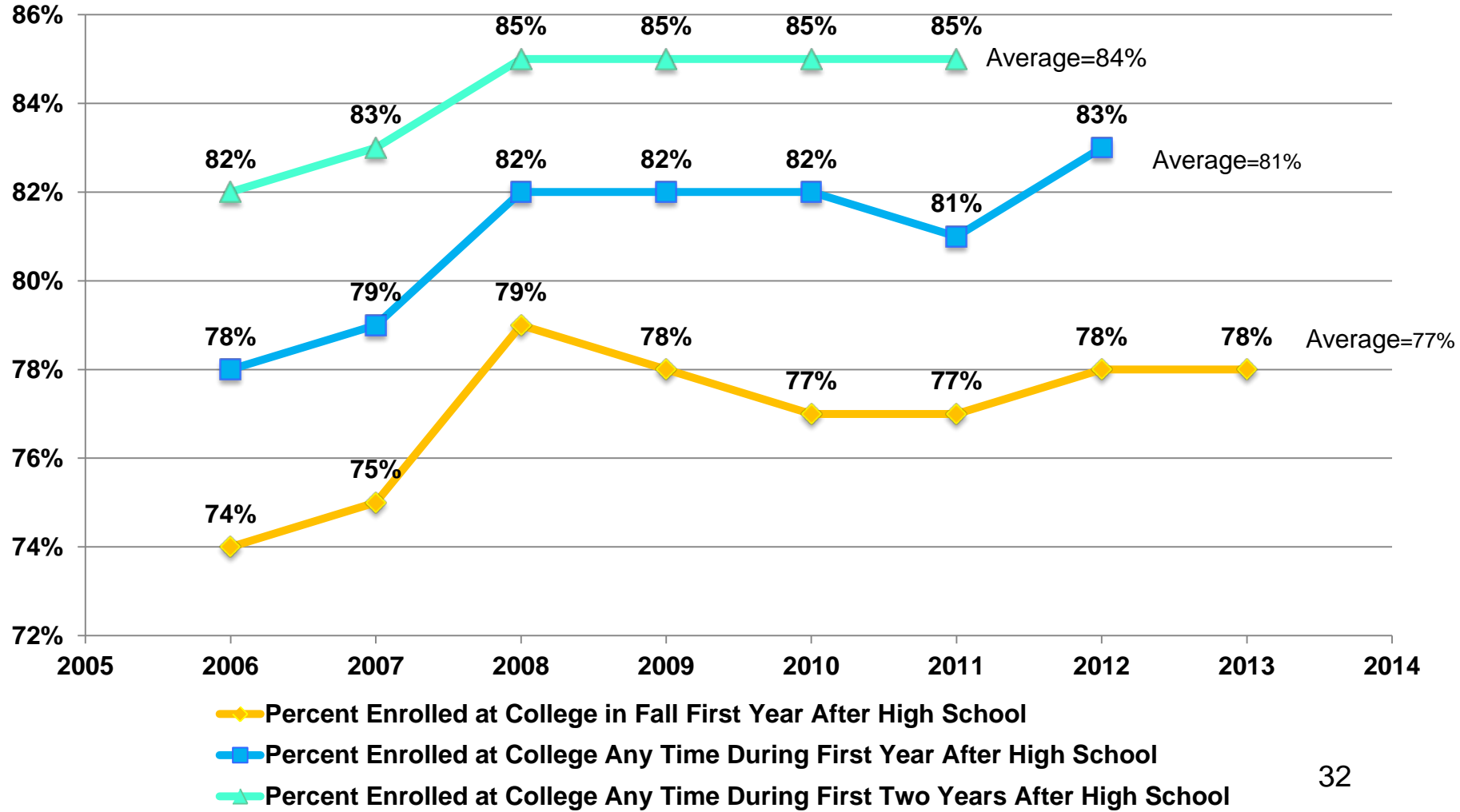
	English	Mathematics	Reading	Science	Composite
All Students	24.7	25.2	24.8	23.9	24.8
Black/African American	21.8	23.1	22	22.3	22.4
White	24.8	25.2	24.9	24	24.8
Hispanic/Latino	23.4	24.2	23.9	22.8	23.7
Asian	26.1	27.8	26.3	25.5	26.5

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

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 Public	2,001	2,166	2,435	2,501	2,528	2,707	2,474	2,554
Total in Private	253	264	364	331	393	427	478	409
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
Total In-State	2,009	2,166	2,412	2,466	2,448	2,556	2,377	2,352
Total Out-Of-State	245	264	387	366	473	578	575	611

Priority Area: Pupil/Student Achievement



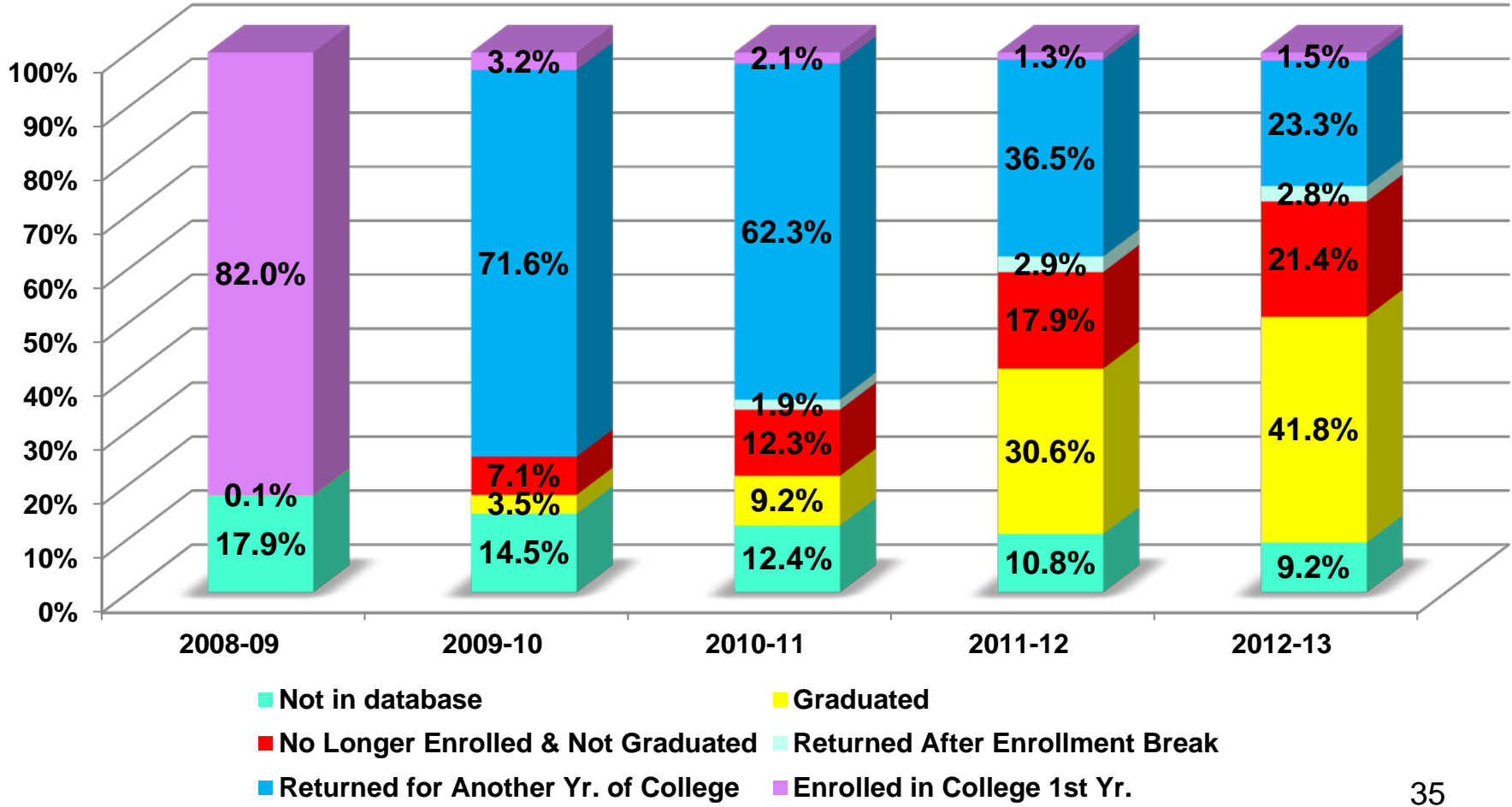
Count of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence)

Class of	2006	2007	2008	2009	2010	2011
Total in the Class	3,053	3,239	3,526	3,645	3,776	4,094
Enrolled Anywhere 1st Year	2,394	2,572	2,896	2,983	3,080	3,308
Enrolled Anywhere 2nd Year	2,193	2,333	2,646	2,731	2,824	3,016
In Public 1st Year	2,121	2,298	2,524	2,636	2,671	2,863
Enrolled Anywhere 2nd Year	1,938	2,077	2,307	2,407	2,441	2,595
In Private 1st Year	273	274	372	347	409	445
Enrolled Anywhere 2nd Year	255	256	339	324	383	421
In 4-Year 1st Year	1,060	1,132	1,344	1,298	1,402	1,511
Enrolled Anywhere 2nd Year	1,028	1,104	1,291	1,257	1,362	1,472
In 2-Year 1st Year	1,334	1,440	1,552	1,685	1,678	1,797
Enrolled Anywhere 2nd Year	1,165	1,229	1,355	1,474	1,462	1,544
In-State 1st Year	2,137	2,295	2,500	2,606	2,593	2,714
Enrolled Anywhere 2nd Year	1,961	2,083	2,292	2,382	2,373	2,461
Out-of-State 1st Year	257	277	396	377	487	594
Enrolled Anywhere 2nd Year	232	250	354	349	451	555

Priority Area: Pupil/Student Achievement



Class of 2008 Postsecondary Enrollment and Progress



Source: National Student Clearinghouse

What is the data saying?



- What do you see as CUSD's areas of strength?
- What do you see as CUSD's areas of need?
 - Student Outcomes
 - Learning Environment
 - Engagement
 - Local Priorities