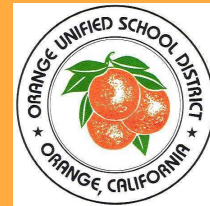


Orange Unified School District Local Control and Accountability Plan for 2021-2024



Plan Board Approval Date
June 3, 2021



2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Orange Unified School District
CDS Code:	30-66621
LEA Contact Information:	Name: Dr. Gunn Marie Hansen Position: Superintendent Email: superintendent@orangeusd.org Phone: (714) 628-4487
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$240,219,597
LCFF Supplemental & Concentration Grants	\$21,233,630
All Other State Funds	\$39,720,911
All Local Funds	\$8,460,128
All federal funds	\$24,859,722
Total Projected Revenue	\$313,260,358

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$318,494,946
Total Budgeted Expenditures in the LCAP	\$47,432,895
Total Budgeted Expenditures for High Needs Students in the LCAP	\$23,079,935
Expenditures not in the LCAP	\$271,062,051

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$16,373,989
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$12,717,512

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$1,846,305
2020-21 Difference in Budgeted and Actual Expenditures	-\$3,656,477

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The General Fund (restricted and unrestricted) expenditures of approximately \$318 million not included in the Local Control and Accountability Plan (LCAP) are associated with the core activities of the district. Roughly \$260 million is related to instruction and services provided to all students, including school administration, library and media, counseling, psychological, speech, pupil transportation, health services, and athletics. The remaining \$58 million represents the cost of running the district, including maintenance, operations, custodial, utilities, data processing, general administrative expenses, and debt service payments.

<p>The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</p>	<p>The following is a list of services provided with a description of how Orange Unified is increasing and improving the services for Foster Youth, English Learners, and Low-Income Students. The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention:</p> <ul style="list-style-type: none"> *Provide equal access to high quality educational programming via the OUSD Edge Academy by including Kindergarten through 12 grade students who want to pursue distance learning. *Provide all students access to a personal device to close the digital gap among students by purchasing laptops and/or hotspots for students who do not have internet access. *Focus on "unfinished learning" with a systematic approach through assessment to determine and provide resources to close gaps. *District content experts will support professional development, data analysis, and lesson planning and delivery that is culturally relevant, uses technology as an embedded tool and focuses on explicit instruction of academic language for our English Learners. *District monitoring of English learner students to ensure that they are achieving English proficiency based on the State's English language proficiency assessment and the monitoring of local assessment data that shows they are meeting challenging state academic standards. *Continue to provide EL coaching, professional development for teachers, administrators, EL Coordinators, and other school personnel centered on language acquisition and culturally responsive instruction. *Continue to expand resources for our newcomer English learner supplemental programs, teacher professional development, progress monitoring and support. *Coordinate a system to assess primary language and support teachers with professional development to support English language acquisition and to understand the impact of fluency of a student's primary language has on overall academic achievement. *Develop a parent engagement program utilizing iPad checkout to parents an opportunity to become familiar with applications and resources. *Provide a variety of digital resources (Screencastify, Microsoft Teams, SeeSaw, Google Classroom, etc.) to enhance instructional delivery. *Continue to provide parent and family education workshops with topics that include support for technology enhanced learning, school systems, curriculum and standards awareness, parenting, student wellness and college and career success. *Continue to update OUSD website with resources in English and Spanish to support families with needs such as clothing and food insecurities, academic support resources and student/family wellness. *Offer cultural relevancy training to staff to address the diversity in languages, abilities, ways of learning, skills and cultures present on all OUSD campuses. *Implement professional development to address recognizing crisis and trauma in others. *Provide counseling services by district staff for students and families in need in addition to a partnership to increase access to counseling services for all grade levels. *Distribute healthy meals to students at school, both breakfast and lunch, as well as, provide meals for students who are on distance learning for pick up at each site. *Coordinate multi-department effort to provide systemic support for social emotional well being of all students, but specifically for our high needs students and the adults that support them. *Solicit additional mentors for Foster Connections to ensure these students feel connected to school and address specific needs they may have.
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	<p>*Provide translation of all written material sent out by the district and interpretation at all district events, workshops and meetings.</p> <p>*Offer Individual Education Plan (IEP) meetings for parents of students with special needs virtually or in-person to allow for additional flexibility.</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.</p>	<p>The onset of the global pandemic caused our LCAP plans for 2020-21 to be altered in certain areas due to school closures. Orange Unified's LCAP projected \$16,373,989 for planned actions to increase or improve services for high needs students. OUSD actually spent \$12,717,512 for actions to increase or improve services in 2019-2020 school year. The difference between the budgeted and actual expenditures of \$3,656,477 had the following impact on OUSD's ability to increase or improve services for high needs students:</p> <p>The COVID 19 pandemic affected not only our site plans for use of LCFF Supplemental funds for our high need students but also the departmental use of funds. Although many services were delivered virtually, others were not possible due to social distancing requirements. Conferences and trainings were cancelled or postponed therefore conference costs and substitute costs for staff to attend trainings all had stopped abruptly. Extra earnings for instructional staff and costs of instructional supplies that were planned for projects typically held did not happen. These are examples of events held at sites or districtwide to support our high needs students and their families by engaging them with content areas through explorations and demonstrations. Summer school, geared towards serving our high needs learners, also had decreased costs in supplies and additional sections due to the fact that it was delivered online and not in-person. In addition to summer school, summer is the time for many large conferences to be held, and one in particular, AVID had to be re-scheduled and re-formatted to go online which also greatly reduced the cost because the new date put the cost of the conference into the 2020-21 school year instead. Finally, needs for subs at sites so that teachers could collaborate and design purposeful lessons for high needs students also abruptly ended in March.</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange Unified School District

CDS Code: 30-66621

School Year: 2021-22

LEA contact information:

Dr. Gunn Marie Hansen

Superintendent

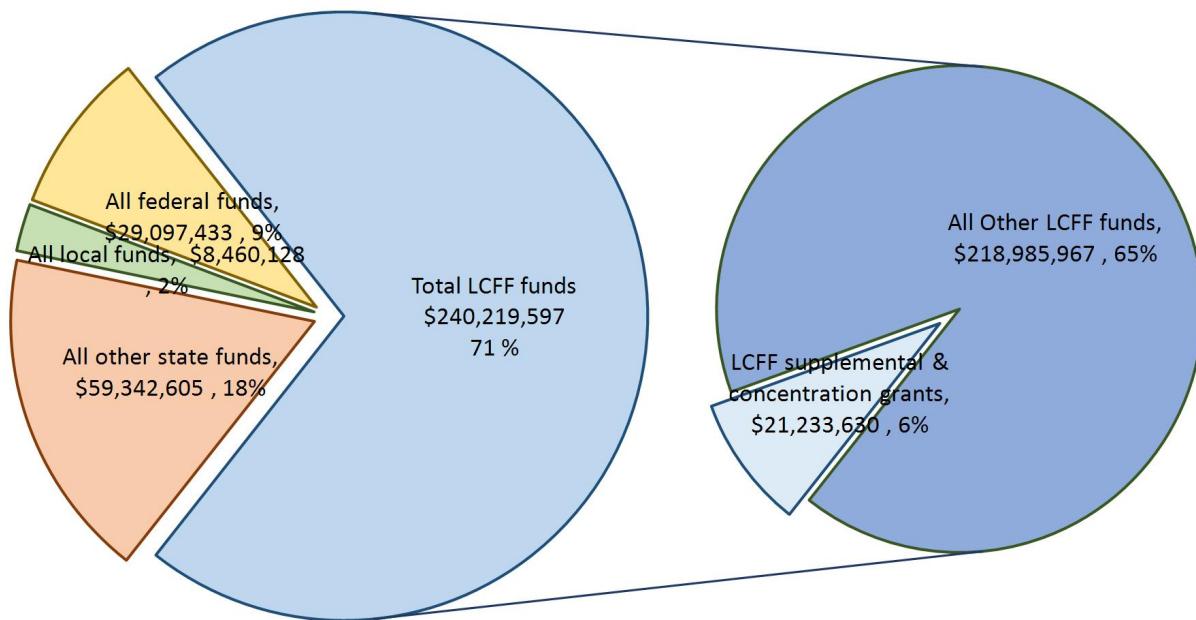
superintendent@orangeusd.org

(714) 628-4487

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



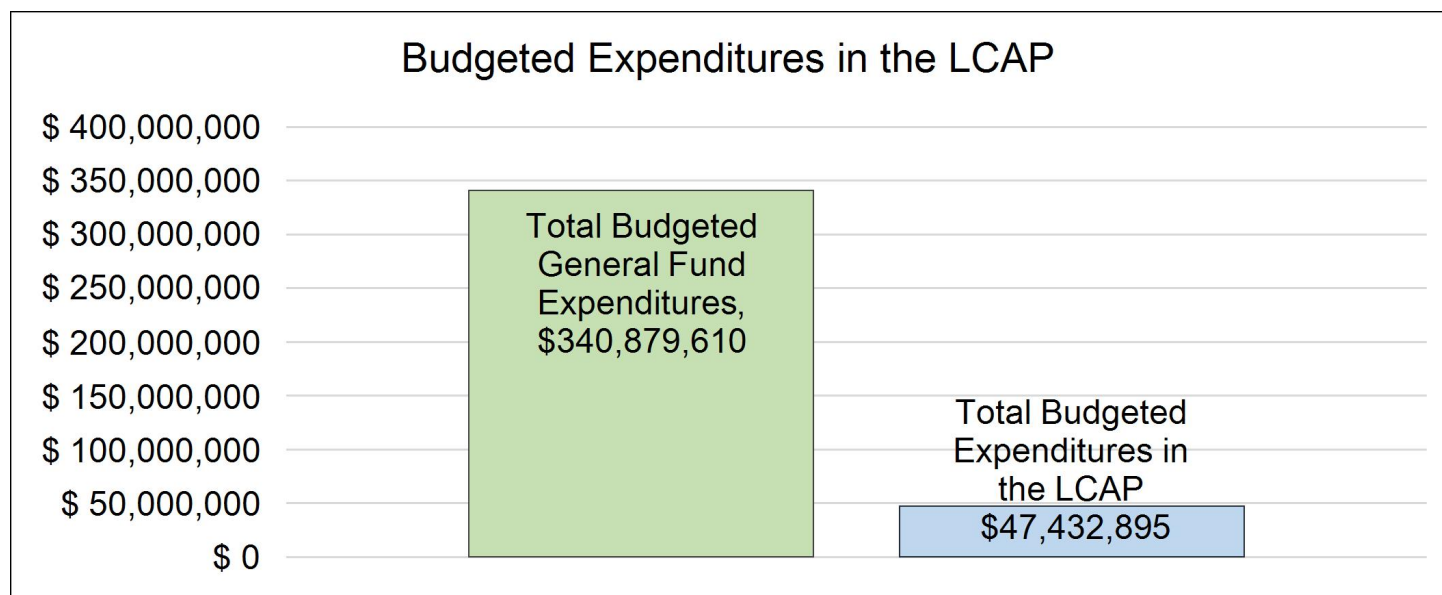
This chart shows the total general purpose revenue Orange Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Orange Unified School District is \$337,119,763, of which \$240,219,597 is Local Control Funding Formula (LCFF), \$59,342,605 is other state funds, \$8,460,128 is local funds, and

\$29,097,433 is federal funds. Of the \$240,219,597 in LCFF Funds, \$21,233,630 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Orange Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Orange Unified School District plans to spend \$340,879,610 for the 2021-22 school year. Of that amount, \$47,432,895 is tied to actions/services in the LCAP and \$293,446,715 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund (restricted and unrestricted) expenditures of approximately \$340 million not included in the Local Control and Accountability Plan (LCAP) are associated with the core activities of the district. Roughly \$282 million is related to instruction and services provided to all students, including school administration, library and media, counseling, psychological, speech, pupil transportation, health services, and athletics. The remaining \$58 million represents the cost of running the district, including maintenance, operations, custodial, utilities, data processing, general administrative expenses, and debt service payments.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

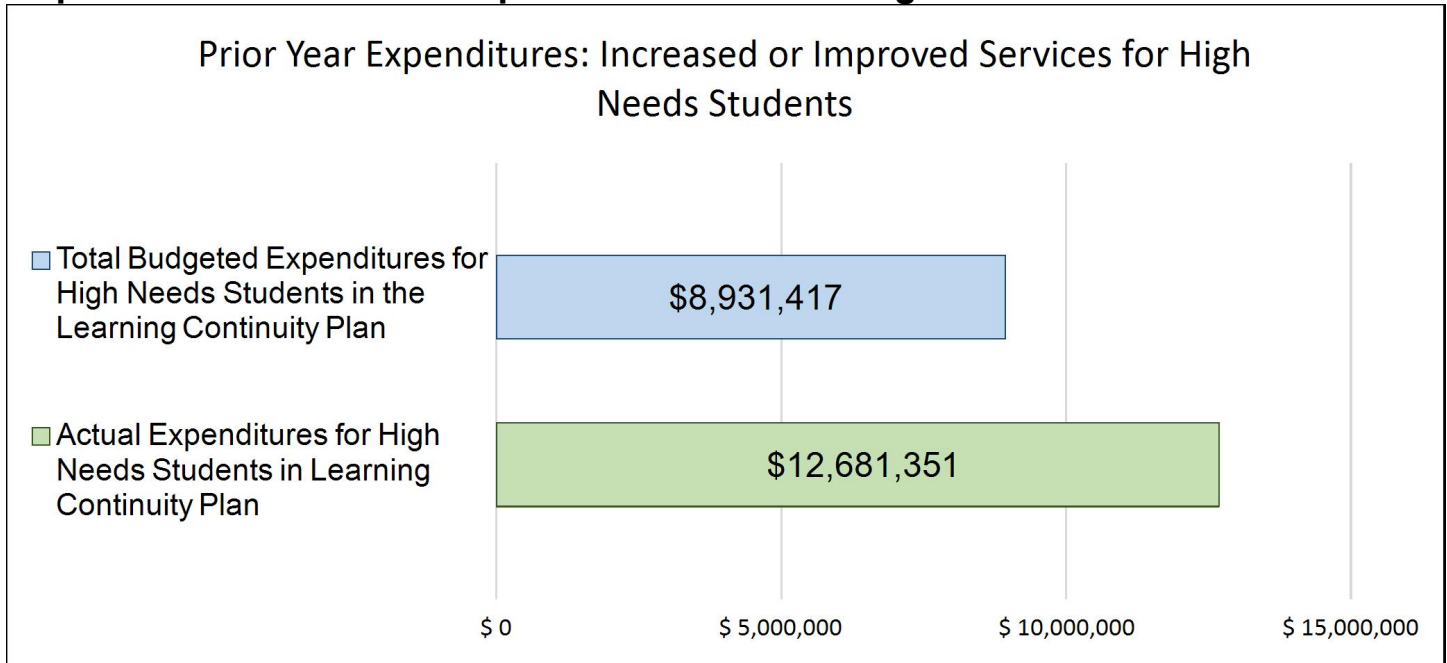
In 2021-22, Orange Unified School District is projecting it will receive \$21,233,630 based on the enrollment of foster youth, English learner, and low-income students. Orange Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orange Unified School District plans to spend \$21,021,909 towards meeting this requirement, as described in the LCAP.

The following is a list of services provided with a description of how Orange Unified is increasing and improving the services for Foster Youth, English Learners, and Low-Income Students. The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention:

- *Provide equal access to high quality educational programming via the OUSD Edge Academy by including Kindergarten through 12 grade students who want to pursue distance learning.
- *Provide all students access to a personal device to close the digital gap among students by purchasing laptops and/or hotspots for students who do not have internet access.
- *Focus on "unfinished learning" with a systematic approach through assessment to determine and provide resources to close gaps.
- *District content experts will support professional development, data analysis, and lesson planning and delivery that is culturally relevant, uses technology as an embedded tool and focuses on explicit instruction of academic language for our English Learners.
- *District monitoring of English learner students to ensure that they are achieving English proficiency based on the State's English language proficiency assessment and the monitoring of local assessment data that shows they are meeting challenging state academic standards.
- *Continue to provide EL coaching, professional development for teachers, administrators, EL Coordinators, and other school personnel centered on language acquisition and culturally responsive instruction.
- *Continue to expand resources for our newcomer English learner supplemental programs, teacher professional development, progress monitoring and support.
- *Coordinate a system to assess primary language and support teachers with professional development to support English language acquisition and to understand the impact of fluency of a student's primary language has on overall academic achievement.
- *Develop a parent engagement program utilizing iPad checkout to parents an opportunity to become familiar with applications and resources.
- *Provide a variety of digital resources (Screencastify, Microsoft Teams, SeeSaw, Google Classroom, etc.) to enhance instructional delivery.
- *Continue to provide parent and family education workshops with topics that include support for technology enhanced learning, school systems, curriculum and standards awareness, parenting, student wellness and college and career success.
- *Continue to update OUSD website with resources in English and Spanish to support families with needs such as clothing and food insecurities, academic support resources and student/family wellness.
- *Offer cultural relevancy training to staff to address the diversity in languages, abilities, ways of learning, skills and cultures present on all OUSD campuses.
- *Implement professional development to address recognizing crisis and trauma in others.
- *Provide counseling services by district staff for students and families in need in addition to a partnership to increase access to counseling services for all grade levels.
- *Distribute healthy meals to students at school, both breakfast and lunch, as well as, provide meals for students who are on distance learning for pick up at each site.
- *Coordinate multi-department effort to provide systemic support for social emotional well being of all students, but specifically for our high needs students and the adults that support them.
- *Solicit additional mentors for Foster Connections to ensure these students feel connected to school and address specific needs they may have.
- *Provide translation of all written material sent out by the district and interpretation at all district events, workshops and meetings.
- *Offer Individual Education Plan (IEP) meetings for parents of students with special needs virtually or in-person to allow for additional flexibility.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Orange Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Orange Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Orange Unified School District's Learning Continuity Plan budgeted \$8,931,417 for planned actions to increase or improve services for high needs students. Orange Unified School District actually spent \$12,681,351 for actions to increase or improve services for high needs students in 2020-21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Orange Unified School District	Dr. Gunn Marie Hansen Superintendent	superintendent@orangeusd.org (714) 628-4487

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Conditions for Learning

All students will receive a 21st century education provided by credentialed teachers and support staff, access to standards-aligned materials and facilities maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator *Teacher Credential Report *Classified Vacancy Report *Williams Act Quarterly Report *FIT (Facilities Inspection Tool) Report *Ratio of student to devices *Class size ratio	*100% are credentialed teachers *0% classified vacancies *0 Number of Williams Complaints *FIT Report shows that 89% of schools at "good or exemplary" rating *Increased our student to device ratio to 1 : 1.1 *Maintained current class sizes
19-20 *credentialed teachers will remain at 100% *classified vacancies will remain at 0% *Williams Complaints will remain at 0 *FIT Report will maintain our 90% of schools at "good or exemplary" rating *Increase our student to device ratio to 1.3 : 1 *Maintain current class size	
Baseline 16-17: 100% of teachers are credentialed 16-17: 0% classified vacancies	

Expected	Actual
16-17: each quarter will have no Williams complaints 16-17: FIT Report 90% of schools will be rated as "good or exemplary" 16-17: Device ratio is at 2:1 16-17: Student:teacher ratio not to exceed 33:1 (TK-3)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Teacher Quality/California Teacher Induction Program (CTIP) available for beginning General Education, Special Education, and Career Technical Education teachers i.e. professional development, mentorship, highly qualified teacher authorizations, including EL Authorizations.	(Curriculum) 1000-1999/3000-3999 - Certificated Salaries/Benefits Base \$194,416	(Curriculum) 1000-1999: Certificated Personnel Salaries Base \$194,598
1.2 Reduce class size to 30 to 1. In negotiations that concluded in summer of 2017, the agreement to reduce class sizes was removed from the contract agreement between our teacher's union (OUEA) and our school district. The agreement was Board approved in July 2017. These changes had been communicated via Board of Education public session and posting on our website.	0	
1.3 Maintain staffing in Information Technology, Educational Technology, and Student Assessment to support infrastructure in technology and assessment.	Staffing: Classified Leadership 2000-2999/3000-3999 - Classified Salaries/Benefits Base \$724,560 Staffing: Classified Staff 2000-2999/3000-3999 - Classified Salaries/Benefits Base \$2,749,640 Staffing: Certificated Leadership 1000-1999/3000-3999 - Certificated Salaries/Benefits Base \$518,094	Staffing: Classified Leadership 2000-2999: Classified Personnel Salaries Base \$724,560 Staffing: Classified Staff 1000-1999/3000-3999 - Certificated Salaries/Benefits Base \$2,749,640 Staffing: Certificated Leadership 1000-1999: Certificated Personnel Salaries Base \$518,094

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Staffing: Certificated 1000-1999/3000-3999 - Certificated Salaries/Benefits Base \$113,037</p> <p>Technical Support Staff Mileage 5000-5999: Services And Other Operating Expenditures Base \$17,000</p> <p>Mileage to visit and support sites 5000-5999: Services And Other Operating Expenditures Base \$2,000</p> <p>1.75 Instructional Specialists 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$363,883</p> <p>Staffing: Certificated - Testing Assessment Apportionment 1000-1999/3000-3999 - Certificated Salaries/Benefits Other \$34,402</p>	<p>Staffing: Certificated 1000-1999: Certificated Personnel Salaries Base \$113,037</p> <p>Technical Support Staff Mileage 5000-5999: Services And Other Operating Expenditures Base \$8,400</p> <p>Mileage to visit and support sites 5000-5999: Services And Other Operating Expenditures Base \$900</p> <p>1.75 Instructional Specialists 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$458,663</p> <p>Staffing: Certificated - Testing Assessment Apportionment 1000-1999/3000-3999 - Certificated Salaries/Benefits Other \$34,402</p>
<p>1.4 Technology Services and Core Network schools will provide opportunities to support teachers and students as they begin to implement technology into teaching and learning.</p>	<p>Telephone and infrastructure repairs 5000-5999: Services And Other Operating Expenditures Base \$51,000</p> <p>Contracted support for infrastructure, programming, and data integration services 5800: Professional/Consulting Services And Operating Expenditures Base \$180,000</p> <p>Telecommunication maintenance 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Firewall maintenance and support 5000-5999: Services And Other</p>	<p>Telephone and infrastructure repairs 5000-5999: Services And Other Operating Expenditures Base \$56,082</p> <p>Contracted support for infrastructure, programming, and data integration services 5800: Professional/Consulting Services And Operating Expenditures Base \$209,086</p> <p>Telecommunication maintenance 5000-5999: Services And Other Operating Expenditures Base \$4,862</p> <p>Firewall maintenance and support 5000-5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Operating Expenditures Base \$55,000</p> <p>Teacher and Lab primary device computer replacement program 4000-4999: Books And Supplies Base \$350,000</p> <p>Network redundancy and load balancing equipment 4000-4999: Books And Supplies Base \$150,000</p> <p>Provide equipment maintenance support for network infrastructure, data center server infrastructure, and infrastructure software 5000-5999: Services And Other Operating Expenditures Base \$567,591</p>	<p>Operating Expenditures Base \$66,300</p> <p>Teacher and Lab primary device computer replacement program 4000-4999: Books And Supplies Base \$390,558.13</p> <p>Network redundancy and load balancing equipment 4000-4999: Books And Supplies Base \$164,260</p> <p>Provide equipment maintenance support for network infrastructure, data center server infrastructure, and infrastructure software 5000-5999: Services And Other Operating Expenditures Base \$646,102.05</p>
1.5 Purchase TK-12th grade textbooks and instructional materials aligned to California's academic and performance state standards (K-6 Social Studies adoption, science, additional intervention and dual immersion materials, CTE materials and consumable replacement purchases)	(Curriculum) 4000-4999: Books And Supplies Base \$10,268,000	(Curriculum) 4000-4999: Books And Supplies Base \$4,407,607.85
1.6 Based on results of annual Facilities Inspection tool (FIT), LCFF funds will be used to address facility needs at various school sites.	(Facilities) 5000-5999: Services And Other Operating Expenditures Supplemental \$ 10,000	(Facilities) 5000-5999: Services And Other Operating Expenditures Supplemental \$ 10,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to school closures, funding for mileage to support sites was significantly less than what was budgeted for. These funds were used to support students, families, teachers and staff primarily with digital resources. During the pandemic, the purchase, distribution and maintenance of technology required spending above what was originally budgeted. In Action 1.4, additional funds were needed

for consultants contracted to provide parents and students support during remote learning. Support for infrastructure programming and data integration, firewall maintenance, network redundancy and load balancing equipment were all necessary with the influx of distance learning. Licensing costs increased from the manufacturer, and redundancy services were increased to cover cloud based backup services. In addition, eight data center servers were upgraded, contributing to an increase in equipment maintenance costs. Due to the switch to Virtual Learning, some textbook pilots/adoptions that were planned for the 2019-2020 school year were postponed until the following year. This included a K-6 Social Studies Adoption. The high school science adoption was also postponed due to the publishers not having materials ready for review and pilot (1.5). Funds from actions/services not implemented were utilized by the Technology department to increase infrastructure that allowed all students to participate in a digital platform during the stay at home order. The network needed enhancement to support learners at home.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 2019/20 school year, the Teacher Induction program continued to support beginning General Education, Special Education and Career Technical Education teachers through professional development and mentorship (1.1). Support was provided virtually, but still allowed for interaction and collaboration between mentors and teachers. Although costly, providing a reliable digital platform was a huge success. This involved not only the purchase and distribution of devices, but also providing a safe network for students, parents and staff. The magnitude of the number of students and staff working on-line added challenges, but the Office of Technology was able to ensure adequate bandwidth, firewalls, and data security for the entire school community. The Technology department also purchased hotspots to allow every student access to the internet. The Curriculum department purchased a new science curriculum for elementary and middle school that is aligned to the Next Generation Science Standards. This curriculum features hands on science labs so students get real world exposure to content (1.7).

Goal 2

Conditions of Learning

All students are provided with resources, materials, services and instruction by highly trained teachers. The training provided is focused on developing 21st Century teaching and learning through the implementation of the California State Content Standards and corresponding frameworks with an expanding focus on the integration of technology.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator *Number of schools using modified day bell schedule to allow for on-going PD and planning tied to California State Content Standards and corresponding frameworks with an expanding focus on the integration of technology. *Percentage of students meeting A-G requirements. *Number students completing a CTE pathway. *Number of students participating in CTE Courses *Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA. *Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math.	*All schools utilize modified day bell schedules to allow for on-going PD and planning tied to California State Content Standards and corresponding frameworks with an expanding focus on the integration of technology. *45.24% students met A-G requirements. *524 students completed a CTE pathway. *7152 students participated in CTE Courses *58.26% students achieved "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA. *27.67% students achieved "Ready for College" and/or "Conditionally Ready for College" on EAP in Math.
19-20	

Expected	Actual
<p>*All schools utilize modified day bell schedule to allow for on-going PD and planning tied to California State Content Standards and corresponding frameworks with an expanding focus on the integration of technology.</p> <p>*47% students meeting A-G requirements.</p> <p>*569 students completing a CTE pathway.</p> <p>*7500 students participating in CTE Courses</p> <p>*67% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA.</p> <p>*36% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math.</p>	
<p>Baseline</p> <p>*All schools utilize modified day bell schedule to allow for on-going PD and planning tied to California State Content Standards and corresponding frameworks with an expanding focus on the integration of technology.</p> <p>*42.2% students meeting A-G requirements.</p> <p>*427 students completing a CTE pathway.</p> <p>*6092 students participating in CTE Courses</p> <p>*63% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA.</p>	

Expected	Actual
*33% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Provide Science Center support services which include support and training to elementary teachers on the Next Generation Science Standards, hands on science exploration through science kits, site based science activities and parent involvement nights.	(Curriculum) 4000-4999: Books And Supplies Base \$30,000 (Curriculum) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$146,252	(Curriculum) 4000-4999: Books And Supplies Base \$12,172 (Curriculum) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$122,092
2.2 Provide Instructional Specialist support to Special Education teachers to support implementation of curriculum, engagement strategies and specialized techniques to support our students with disabilities.	(Special Ed.) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$225,254	(Special Ed.) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$191,165
2.3 Utilize outside professional development services and resources to ensure academic success.	(Curriculum) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$160,000 (Ed Svcs) resources for STEM support (new for 18-19) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$28,758 (Ed Svcs) consultant fees for leadership development new in 18-19 5000-5999: Services And Other Operating Expenditures Supplemental \$85,000	(Curriculum) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$169,300 (Ed Svcs) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$0 NISL 5000-5999: Services And Other Operating Expenditures Supplemental \$75,735

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4 Technology Services will create professional development programs and resources for teachers and students that support standards-based technology integration supporting district initiatives. The changes this year are due to the salary increase, the adoption of Aeries Analytics to support CCI dashboard and the implementation of iLead program.	<p>(Tech) 1:1 4000-4999: Books And Supplies Supplemental \$63,500</p> <p>(Tech) eTraining PD Support 1000-1999: Certificated Personnel Salaries Supplemental \$16,212</p> <p>(Tech) iLead 4000-4999: Books And Supplies Supplemental \$120,000</p> <p>(Tech) Tech Festival 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$24,319</p> <p>(Tech) Uniform iLead Supplemental \$1,000</p> <p>(Tech)Aeries Analytics 5000-5999: Services And Other Operating Expenditures Supplemental \$17,334</p> <p>(Tech) Edtech Software to support iLead/1:1 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>(Tech) iLead Sub 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$70,929</p> <p>(Tech) Powerschool LMS 5000-5999: Services And Other Operating Expenditures Base \$100,000</p> <p>BB Collaborate 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>	<p>(Tech) 1:1 4000-4999: Books And Supplies Supplemental \$25,414</p> <p>(Tech) eTraining PD Support 1000-1999: Certificated Personnel Salaries Supplemental \$9,013</p> <p>(Tech) iLead 4000-4999: Books And Supplies Supplemental \$84,436</p> <p>(Tech) Tech Festival 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$31,666</p> <p>(Tech) Uniform iLead 4000-4999: Books And Supplies Supplemental \$1,005</p> <p>(Tech)Aeries Analytics 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000</p> <p>(Tech) Edtech Software to support iLead/1:1 4000-4999: Books And Supplies Supplemental \$7,252</p> <p>(Tech) iLead Sub 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$20,413</p> <p>(Tech) Powerschool LMS 5000-5999: Services And Other Operating Expenditures Base \$88,000</p> <p>BB Collaborate 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Respondus 5000-5999: Services And Other Operating Expenditures Base \$6,000</p> <p>Turnitin 5000-5999: Services And Other Operating Expenditures Base \$3,000</p> <p>Voicethread 5000-5999: Services And Other Operating Expenditures Base \$3,000</p> <p>Softchalk 5000-5999: Services And Other Operating Expenditures Base \$6,000</p> <p>Credly 5000-5999: Services And Other Operating Expenditures Base \$500</p> <p>Nearpod 5000-5999: Services And Other Operating Expenditures Base \$10,000.00</p> <p>Infographic Subscription 5000-5999: Services And Other Operating Expenditures Base \$1,000</p> <p>GoSignMeUp 5000-5999: Services And Other Operating Expenditures Base \$6,000</p> <p>Overdrive 5000-5999: Services And Other Operating Expenditures Base \$30,000</p> <p>Discovery Education 5000-5999: Services And Other Operating Expenditures Base \$55,000</p> <p>Inter-District Collaborative Capacity Building (G) 5220 (CUE, QCC 5000-5999: Services And</p>	<p>Respondus 5000-5999: Services And Other Operating Expenditures Base 0</p> <p>Turnitin 5000-5999: Services And Other Operating Expenditures Base \$3,000</p> <p>Voicethread 5000-5999: Services And Other Operating Expenditures Base 0</p> <p>Softchalk 5000-5999: Services And Other Operating Expenditures Base 0</p> <p>Credly 5000-5999: Services And Other Operating Expenditures Base 0</p> <p>Nearpod 5000-5999: Services And Other Operating Expenditures Base \$10,000.00</p> <p>Infographic Subscription 5000-5999: Services And Other Operating Expenditures Base \$1,000</p> <p>GoSignMeUp 5000-5999: Services And Other Operating Expenditures Base \$6,000</p> <p>Overdrive 5000-5999: Services And Other Operating Expenditures Base \$30,000</p> <p>Discovery Education 5000-5999: Services And Other Operating Expenditures Base \$55,000</p> <p>Inter-District Collaborative Capacity Building (G) 5220 (CUE, QCC 5000-5999: Services And</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Other Operating Expenditures Base \$40,000</p> <p>Professional Development tied to data and instruction(Certificated extra earnings - - R&A - 203) 5000-5999: Services And Other Operating Expenditures Base \$53,891</p> <p>Attend conferences to build capacity with team to bring back to District (- R&A - 203) 5000-5999: Services And Other Operating Expenditures Base \$2,900</p> <p>Professional Development for QCC/Aeries 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Materials to support Professional Development tied to data and instruction 4000-4999: Books And Supplies Base \$28,805</p> <p>Materials to support Professional Development tied to data and instruction - From Testing Assessment Apportionment 4000-4999: Books And Supplies Other \$8,360</p>	<p>Other Operating Expenditures Base \$40,000</p> <p>Professional Development tied to data and instruction(Certificated extra earnings - - R&A - 203) 5000-5999: Services And Other Operating Expenditures Base \$53,891</p> <p>Attend conferences to build capacity with team to bring back to District (- R&A - 203) 5000-5999: Services And Other Operating Expenditures Base \$2,900</p> <p>Professional Development for QCC/Aeries 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Materials to support Professional Development tied to data and instruction 4000-4999: Books And Supplies Base \$28,805</p> <p>Materials to support Professional Development tied to data and instruction - From Testing Assessment Apportionment 4000-4999: Books And Supplies Other \$8,360</p>
<p>2.5 a. Professional development on English Language Development, GLAD and support staff to increase English Learners attainment of English proficiency and mastery of all subjects</p> <p>b. Thinking Maps training, support, and materials for all schools, in order to make content more comprehensible and allow English learners to acquire language while mastering content.</p>	<p>(Sp. Prog) extra earnings/salary costs 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$91,695</p> <p>(Sp. Prog) subs 1000-1999/3000-3999 - Certificated</p>	<p>(Sp. Prog) extra earnings/salary costs 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$112,942</p> <p>(Sp. Prog) subs 1000-1999/3000-3999 - Certificated</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries/Benefits Supplemental \$5,045 (Sp. Prog) conferences, mileage and consultant costs 5000-5999: Services And Other Operating Expenditures Supplemental \$27,300	Salaries/Benefits Supplemental \$6,854 (Sp. Prog) conferences, mileage and consultant costs 5000-5999: Services And Other Operating Expenditures Supplemental \$617
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	(Sp. Prog) a. subs 1000- 1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$47,730 (Sp. Prog) a. supplies 4000-4999: Books And Supplies Supplemental \$21,000 (Sp. Prog) b. coordinators/extra earnings 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$316,890 (Sp. Prog) a. transportation costs 5000-5999: Services And Other Operating Expenditures Supplemental \$300 (Ed Svcs) immersion support 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$102,809	(Sp. Prog) a. subs 1000- 1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$19,055 (Sp. Prog) a. supplies 4000-4999: Books And Supplies Supplemental \$6,309 (Sp. Prog) b. coordinators/extra earnings 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$329,871 (Sp. Prog) a. transportation costs 5000-5999: Services And Other Operating Expenditures Supplemental \$0 (Ed Svcs) immersion support 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$88,238
2.7 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.	(Curriculum) 5000-5999: Services And Other Operating Expenditures Supplemental \$28,000	(Curriculum) 5000-5999: Services And Other Operating Expenditures Supplemental \$0
2.8 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.	(Curriculum) 1000-1999/3000- 3999 - Certificated Salaries/Benefits Supplemental \$101,258	(Curriculum) 1000-1999/3000- 3999 - Certificated Salaries/Benefits Supplemental \$84,162

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(Curriculum) 5000-5999: Services And Other Operating Expenditures Supplemental \$0	(Curriculum) 5000-5999: Services And Other Operating Expenditures Supplemental \$0
2.9 Provide support services for teachers of mathematics to enhance instruction through the incorporation of 21st century skills, explicit language instruction, and strategies for differentiation. This will lead to an increase in student achievement for all students, but especially EL, low income, and foster youth.	(Curriculum) 1000-1999/3000- 3999 - Certificated Salaries/Benefits Supplemental \$159,999 (Curriculum) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$37,050	(Curriculum) 1000-1999/3000- 3999 - Certificated Salaries/Benefits Supplemental \$174,608 (Curriculum) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$35,200

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the pandemic, funds allocated for certain actions were not completely utilized. The amount of materials purchased for our Science Center decreased since Spring science events were cancelled (2.1). The platform for the Dibels Next progress monitoring was discontinued by the vendor, consequently licenses were not purchased until a review of other alternative platforms was conducted in summer 2020 (2.7). Aeries Analytics was not purchased due to increased reporting from other available tools. Because of COVID-19, more students utilized PowerSchool Learning Management System (LMS). The District Technology Festival was conducted online, reducing the venue costs. Less equipment was purchased since the District went 1:1, providing a device for every student with emergency COVID-19 funding (2.4). Technology Services utilized funds to support the purchase of more up to date software and certificated training platforms. Funds were also utilized to use educators and TOSA's in the development of training material and support. Our Special Education department utilized different funding to provide Instructional Specialist support to Special Education teachers to support implementation of curriculum, engagement strategies and specialized techniques to support our students with disabilities, thus allowing more to remain for different purposes (2.2). Teachers and Instructional Specialists did not attend in-person conferences, and many of the virtual workshops were at no cost (2.5). Therefore, substitutes were not needed as often because most professional development was conducted on-line (2.6). The Curriculum Office did not purchase high interest novels that were originally planned as classroom enrichment because the original plan was not feasible with distance learning (2.6). Unfortunately, Dual Immersion cultural events were not conducted in person; after school enrichment activities connected to these events did not take place, and less extra earnings were paid (2.6).

Funds that were not completely spent on targeted actions were still used to support students, families, teachers and staff. Special Education purchased additional testing protocols to better assess students' needs and to have more available so that service providers did not continue to share the kits. The Office of Accountability, Equity and School Support continued to use all available personnel to support EL, Low Income and Foster Students to decrease the potential for learning loss. We did this through a large amount of extra earnings to assist parents through the use of interpreters to assist classroom teachers and other service providers to explain instructional needs and procedures as we made our pivot to distance learning. A large portion of funds that were budgeted for, but not implemented, were spent by the Technology department to support distance learning. Not only was the need for devices increased exponentially, but so was the need for cyber security to allow students and staff to share information in a secure environment.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teacher support was a success during the 2020/21 school year. Teacher on Special Assignment, Science, Technology, Engineering and Math (STEM) and Career Pathways supported teachers in implementation of new science curriculum which included hands on science kits (2.1 and 2.3). District staff also provided a variety of other professional development to teachers that enhanced their instructional practices, including language instruction, strategies for differentiation and teaching in a virtual environment. OUSD hosted a variety of virtual parent workshops. Unfortunately, many site STEM nights, as well as Community Science Night, were cancelled due to COVID-19. Outside professional development services were utilized to support teachers with instruction, including training to support the shift to virtual learning in the Spring with an emphasis on livestreaming techniques for teachers. A huge success was our system of support for interpreters that our teachers and other staff needed to communicate with families via the phone. We spent a great deal of man hours explaining how distance learning would work for their child, what to expect and how to get technology support for their children.

Goal 3

Conditions of learning

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) programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	*2,786 students - AP Course Enrollment
*AP Course Enrollment	*4,333 exams taken - AP exam participation
*AP exam participation	*64% of students took the AP exams scoring 3 or better on at least one AP exam
*Percent of students scoring 3 or better on at least one AP exam	*45.24%% students met A - G requirements
*Percent of students meeting A - G requirements	*524 students completed a CTE pathway.
*Percentage of students completing a CTE pathway.	*7152 students enrolled in CTE Courses
*Number of students enrolled in CTE Courses	*58.26% students achieved "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA.
*Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA.	*27.67% of students achieved "Ready for College" and/or "Conditionally Ready for College" on EAP in Math.
*Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math.	

Expected	Actual
*Participation in AVID program (school or grade)	*27 Elementary Schools and 10 Secondary Schools participated in AVID program
*# students participating in VAPA programs	*6177 students participated in VAPA programs
*# of STEM Programs offered at sites	*49 STEM Programs offered at sites
*# of students participating in online course enrollment	*1480 students participated in online course enrollment
*# of students participating in dual immersion programs	*552 students participated in dual immersion programs
19-20	
*2,950 students - AP Course Enrollment	
*5,190 exams taken - AP exam participation	
*68% of students taking the exams scoring 3 or better on at least one AP exam	
*47% students meeting A - G requirements	
*569 students completing a CTE pathway.	
*7500 students enrolled in CTE Courses	
*67% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA.	
*36% of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math.	
*26 Elementary Schools and 10 Secondary Schools participated in AVID program	
*maintain 7500 students participating in VAPA programs	

Expected	Actual
<p>*50 STEM Programs offered at sites</p> <p>*1385 students participating in online course enrollment</p> <p>*480 students participating in dual immersion programs</p> <p>Baseline</p> <p>*2,745 students - AP Course Enrollment</p> <p>*4,573 exams taken - AP exam participation</p> <p>*59.6% of students taking the exams scoring 3 or better on at least one AP exam</p> <p>*42.2% students meeting A - G requirements</p> <p>*427 students completing a CTE pathway.</p> <p>*6092 students enrolled in CTE Courses</p> <p>*63% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA.</p> <p>*33% of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math.</p> <p>*19 Elementary Schools and 9 Secondary Schools participated in AVID program</p> <p>*5620 students participating in VAPA programs</p> <p>*41 STEM Programs offered at sites</p> <p>*652 students participating in online course enrollment</p>	

Expected	Actual
*214 students participating in dual immersion programs	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 High School Office support	(Secondary) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$268,595	(Secondary) 2000-2999: Classified Personnel Salaries Supplemental \$291,868
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.	(Secondary) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$190,056 (Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$133,599	(Secondary) 1000-1999: Certificated Personnel Salaries Supplemental \$105,828 (Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$112,500
3.3 Students have access to college and career online program and counselors. Naviance is used to assist students in college and career planning.	(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$39,000	(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$35,938
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.	(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$70,000	(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$22,899
3.5 Provide targeted sites additional support to increase academic language for English Learners, Low Income and Foster Youth subgroups.	(Sp. Prog) support for sites fluctuates year to year based upon need 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$541,865	(Sp. Prog) support for sites fluctuates year to year based upon need 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$475,227
3.6 Provide opportunities for students that will prepare them for college and career, such as differentiation for advanced learners, AVID, Vital	(Curriculum) 1000-1999/3000-3999 - Certificated	(Curriculum) 1000-1999/3000-3999 - Certificated

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Link, Robotics, interventions, online teaching and CTE support materials.	Salaries/Benefits Supplemental \$162,358 (Curriculum) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$29,786 (Curriculum) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$140,000 (Curriculum) 5000-5999: Services And Other Operating Expenditures Supplemental \$70,633 (Curriculum) 4000-4999: Books And Supplies Supplemental \$38,001 (Ed Svcs) STEM/CTE support 4000-4999: Books And Supplies Supplemental \$3,000	Salaries/Benefits Supplemental \$106,986 (Curriculum) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$34,571 (Curriculum) 5000-5999: Services And Other Operating Expenditures Supplemental \$117,320 (Curriculum) 5000-5999: Services And Other Operating Expenditures Supplemental \$36,920 (Curriculum) 4000-4999: Books And Supplies Supplemental \$23,152 (Ed Svcs) STEM/CTE support 4000-4999: Books And Supplies Supplemental \$0
<p>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.</p> <p>Senior Foster Youth will support on FAFSA completion of all 12th grade Foster Youth. Goal will be 90% FAFSA completion. The purpose of this focus is to increase options for graduating foster youth to further support their transition from high school to college.</p> <p>Maintain collaboration between OUSD and Social Services. The social worker in charge of adult transitioning will attend all meetings for 11th and 12th grade students.</p>	(SCS) 4000-4999: Books And Supplies Supplemental \$200	SCS) 4000-4999: Books And Supplies Supplemental \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
College spirit gear will be given out to students during school meetings when discussing college and career planning.		
3.8 (Due to successfully increasing our AP enrollment, we have chosen to discontinue our contract with Equal Opportunity Schools starting in 18-19)	0	
3.9 Refine and align CTE offerings at secondary level.	(Curriculum/CTE) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$2,130,687 (Curriculum/CTE) indirect costs for CTE 7000-7439: Other Outgo Supplemental \$70,739	(Curriculum/CTE) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$1,784,653.10 (Curriculum/CTE) indirect costs for CTE 7000-7439: Other Outgo Supplemental \$59,250.48

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the increased capacity for virtual support, less funding was needed to provide in-person support for sites (3.5). Schools did not participate in State testing so less support was needed from the district office. Less LCFF funds were needed to pay for CTE offerings (3.9). Traditionally, college spirit wear is purchased for foster students; however, with limited in-person participation, this cost was not incurred (3.7). In regards to SAT and ACT waivers, we had a reduction in participating students as compared to the year before (3.4). Funds that were not implemented in this goal were used to continue to support our students, primarily English Learners. During distance learning, many English learners did not have the benefit of being surrounded by academic language like they would have via in person instruction. Consequently, it was important to provide as much support through coaching as possible so that these students could continue to grow their language acquisition. Instructional and ELD coaches added lesson plans and best practices in their work with teachers to ensure that second language students had the tools necessary to succeed in a virtual classroom (3.5).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Students received access to a variety of opportunities to prepare them for college and career. The Career Technical Education (CTE) program continues to be a strength of our district. High School students had the option of participating in 24 different Career Technical Education Pathways staffed credentialed teachers with industry experience (3.6 and 3.9). Orange Unified is an AVID (Advancement Via Individual Determination) district which helps to support our students to be ready for college and beyond. Students continued to have access to appropriate interventions, as well as differentiation for advanced learners, to meet their specific needs (3.6). There

was in increase in salaries which caused the actual expense in Action 3.1 to exceed the original budgeted amount. Our APEX credit recovery program was uninterrupted during the pivot to distance learning, which we deem a success, since it is already delivered online.

Goal 4

Pupil Outcomes

Students will demonstrate increased student achievement in all subject areas: English Language Arts, Math, Science, Technology, Social Sciences, Visual and Performing Arts, Physical Education, World Languages and Career Technical Education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator *Percentage of students achieving standard met and exceeded for ELA *Percentage of students achieving standard met and exceeded for Math *Percentage of students meeting A-G requirements. *Percentage of students completing a CTE pathway. *Number of students participating in CTE courses *Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA. *Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math. *Percentage of students passing Physical Fitness Testing (as defined to be 5 out of 6 fitness standards) in grades 5, 7, and 9.	*57.59% students achieved standard met and exceeded for ELA *44.89% students achieved standard met and exceeded for Math *45.24% students met A-G requirements. *524 students completed a CTE pathway. *7152 students participated in CTE courses *58.62% students achieved "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA. *27.67% students achieved "Ready for College" and/or "Conditionally Ready for College" on EAP in Math. *Students passed Physical Fitness Testing (as defined to be 5 out of 6 fitness standards) in grade 5 - 45.8% grade 7 - 57.9% grade 9 - 67.5%

Expected	Actual
<p>*Percentage of students passing AP exams with a 3 or higher (math, ELA, science, history and art).</p> <p>*Percentage of students achieving standard met and exceeded for for Lexile as measured by Reading Inventory (RI).</p> <p>*Percentage of students showing growth in English Language proficiency as measured by the CELDT.</p> <p>*Percentage of students reclassified to fluent English proficient.</p> <p>*English Learner Progress Indicator on California School Dashboard</p>	<p>*64% students passed AP exams with a 3 or higher (math, ELA, science, history and art).</p> <p>*55% students achieved standard met and exceeded for for Lexile as measured by Reading Inventory (RI).</p> <p>*The overall % of students showing growth in English language proficiency cannot be reported this year due to the change in the scoring system and cutpoints between the 17-18 and 18-19 school years.</p> <p>*17% of our English Learners reclassified to fluent English proficient.</p>
<p>19-20</p> <p>*60% students achieving standard met and exceeded for ELA</p> <p>*46% students achieving standard met and exceeded for Math</p> <p>*47% students meeting A-G requirements.</p> <p>*569 students completing a CTE pathway.</p> <p>*7500 students participating in CTE courses</p> <p>*67% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA.</p> <p>*36% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math.</p> <p>*Students passing Physical Fitness Testing (as defined to be 5 out of 6 fitness standards) in grade 5 - 49.1% grade 7 - 66.9% grade 9 - 66%</p>	<p>*English Learner Progress Indicator on California School Dashboard status of 53.3% of students making progress.</p>

Expected	Actual
<p>*68% students passing AP exams with a 3 or higher (math, ELA, science, history and art).</p> <p>*56% students achieving standard met and exceeded for for Lexile as measured by Reading Inventory (RI).</p> <p>*67% students showing growth in English Language proficiency as measured by the CELDT.</p> <p>*Reclassify 18% of our English Learners to fluent English proficient.</p> <p>*English Learner Progress Indicator on California School Dashboard status of 79% and change of +0.5% (green).</p> <p>Baseline</p> <p>*54% students achieving standard met and exceeded for ELA</p> <p>*41% students achieving standard met and exceeded for Math</p> <p>*42.2% students meeting A-G requirements.</p> <p>*427 students completing a CTE pathway.</p> <p>*6092 students participating in CTE courses</p> <p>*63% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA.</p> <p>*33% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math.</p> <p>*Students passing Physical Fitness Testing (as defined to be 5 out of 6 fitness standards) in grade 5 - 47.1% grade 7 - 61.9%</p>	

Expected	Actual
<p>grade 9 - 65.7%</p> <p>*59.6% students passing AP exams with a 3 or higher (math, ELA, science, history and art).</p> <p>*46% students achieving standard met and exceeded for for Lexile as measured by Reading Inventory (RI).</p> <p>*65.4% students showing growth in English Language proficiency as measured by the CELDT.</p> <p>*17.6% students reclassified to fluent English proficient.</p> <p>*English Learner Progress Indicator on California School Dashboard status of 74.7% and change of +0.6% (yellow).</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 Student access to intervention and academic support services (credit recovery, summer school and extended learning support).</p> <p>a. Credit recovery will be offered as an intervention to support at-risk students in need of credit recovery.</p> <p>b. Summer school program will be offered to all students who need intervention, credit recovery and acceleration opportunities.</p> <p>c. Sections in intervention will be offered during the school day to support at-risk students.</p> <p>d. Sections will be added in intervention, academic success and SBAC support. (RTI/co-teaching)</p>	<p>(Secondary) a. 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$86,135</p> <p>(Secondary) b. 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$564,511</p> <p>(Secondary) c. 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$237,570</p> <p>(Secondary) d. 1000-1999/3000-3999 - Certificated</p>	<p>(Secondary) a. 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$66,789</p> <p>(Secondary) b. 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$533,712</p> <p>(Secondary) c. 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$236,790</p> <p>(Secondary) d. 1000-1999/3000-3999 - Certificated</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries/Benefits Supplemental \$424,212	Salaries/Benefits Supplemental \$351,434
4.2 Elementary Collaborative Academic Support Team (CAST) meetings to monitor student progress and plan necessary student interventions	(Elementary) subs 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$81,657	(Elementary) subs 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$49,531
4.3 Provide ELD services to improve student achievement for EL (program and service cost), including Language Assessment Center	(Sp. Prog) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$131,367 (Sp. Prog) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$454,367 (Sp. Prog) supplies for Language Assessment Center 4000-4999: Books And Supplies Supplemental \$9,000 (Sp. Prog) operation support for Language Assessment Center 5000-5999: Services And Other Operating Expenditures Supplemental \$17,250	(Sp. Prog) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$137,740 (Sp. Prog) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$434,359 (Sp. Prog) supplies for Language Assessment Center 4000-4999: Books And Supplies Supplemental \$5,993 (Sp. Prog) operation support for Language Assessment Center 5000-5999: Services And Other Operating Expenditures Supplemental \$12,868
4.4 Indirect operating costs for supporting Language Assessment Center, Special Programs, Departments and School Sites	(Sp. Prog) indirect 7000-7439: Other Outgo Supplemental \$638,264 (Sp. Prog) reserve 5000-5999: Services And Other Operating Expenditures Supplemental \$42,650	(Sp. Prog) indirect 7000-7439: Other Outgo Supplemental \$596,430 (Sp. Prog) reserve 5000-5999: Services And Other Operating Expenditures Supplemental \$35,174
4.5 School site allocation to improve student learning for English Learners, Low Income and Foster Youth pupils and indirect costs	(School Sites) 1000-1999: Certificated Personnel Salaries Supplemental \$1,555,345 (School Sites) 2000-2999: Classified Personnel Salaries Supplemental \$596,964	(School Sites) 1000-1999: Certificated Personnel Salaries Supplemental \$1,480,925 (School Sites) 2000-2999: Classified Personnel Salaries Supplemental \$514,949

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(school sites) supplies 3000-3999: Employee Benefits Supplemental \$854,424 (School Sites) equipment 4000-4999: Books And Supplies Supplemental \$459,330 (School sites) Conferences, printing, transportation, admission, postage 5000-5999: Services And Other Operating Expenditures Supplemental \$95,356	(school sites) supplies 3000-3999: Employee Benefits Supplemental \$761,876 (School Sites) equipment 4000-4999: Books And Supplies Supplemental \$377,672 (School sites) Conferences, printing, transportation, admission, postage 5000-5999: Services And Other Operating Expenditures Supplemental \$42,803
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 Pre-school.	(Elementary) 4000-4999: Books And Supplies Supplemental \$30,000 (Elementary) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$73,935 (Elementary) coordinator, ETK teachers, specialist support, EE 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$1,503,620	(Elementary) 4000-4999: Books And Supplies Supplemental \$24,152 (Elementary) 2000-2999: Classified Personnel Salaries Supplemental \$52,115 (Elementary) coordinator, ETK teachers, specialist support, EE 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$1,709,014
4.7 Maintain resources for Foster Youth and Homeless students (school supplies). All Foster Youth and Homeless students will have access to scientific calculators and Chromebooks.	(SCS) 4000-4999: Books And Supplies Supplemental \$2,300	(SCS) 4000-4999: Books And Supplies Supplemental \$22,797
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, Next Generation Science Standards, writing (Write from the Beginning), intervention and differentiation, as well as universal screening of mathematics and ELA.	(Curriculum) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$64,422 (Curriculum) 5000-5999: Services And Other Operating Expenditures Supplemental \$9,000	(Curriculum) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$27,107 (Curriculum) 5000-5999: Services And Other Operating Expenditures Supplemental \$1,332

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.9 Fund intervention support for schools, focusing on the needs of EL, Low Income and Foster YOUTH students in the area of MTSS. (RTI Teachers)</p> <p>2018-19 The funding of this action has been discontinued.</p>	\$0	
<p>4.10 Provide comprehensive athletic program to complement academic programs at middle schools. Also to organize and promote summer programs at the high schools</p>	<p>(Ath/Act) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$115,564</p> <p>(Ath/Act) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$14,860</p> <p>(Ath/Act) 4000-4999: Books And Supplies Supplemental \$10,000</p> <p>(Ath/Act) transportation and officials 5000-5999: Services And Other Operating Expenditures Supplemental \$19,000</p>	<p>(Ath/Act) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$78,782</p> <p>(Ath/Act) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$14,068</p> <p>(Ath/Act) 4000-4999: Books And Supplies Supplemental \$2,916</p> <p>(Ath/Act) 5000-5999: Services And Other Operating Expenditures Supplemental \$12,569</p>
<p>4.11 Provide teacher professional development, support, and planning time in the integration of art and CTE/STEM practices.</p>	<p>(Curriculum) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$0</p> <p>(Curriculum) 5000-5999: Services And Other Operating Expenditures Supplemental \$37,500</p>	<p>(Curriculum) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$0</p> <p>(Curriculum) 5000-5999: Services And Other Operating Expenditures Supplemental \$33,907</p>
<p>4.12 Extend work year of coordinator in Special Ed. to support special populations during summer.</p> <p>Due to budget re-prioritization, this action will be discontinued for 19-20</p>	(Sp. Ed) \$0	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2019/20 school year, distance learning prompted the need for students to have access to devices in order to attend school at home. Student Community Services originally budgeted \$2,300 for devices for Foster Youth. During a typical school year, this amount is sufficient to provide devices for students in foster care. During the pandemic, the need greatly increased to purchase additional devices for every foster youth. Therefore, monies not spent in the Mentor Program, were diverted to cover this expense (4.7). Specifically, Dynabooks were purchased to allow foster youth to access their education from home, including headsets with microphones for online participation and collaboration on team projects. Athletics and Activities budgeted more than was actually spent because hours for both certificated and classified coaches and officials was significantly lower than in previous years. Transportation costs were also lower because of COVID restrictions for high school sports (4.10). Supply costs were also lower with fewer students participating in afterschool athletics. Due to COVID-19 and the pivot to virtual learning, fewer subs and professional development were paid for. Many conferences and workshops were held virtually free of charge, which contributed to less money spent by the district (4.8). a significant portion of funds budgeted for actions/services that were not implemented were used to support our transitional kinder program since going to distance learning with our littlest learners was a challenge, especially for our English learners and low income students who may otherwise not attend this additional year of school.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

2019/20 created many challenges for the district, but also for our school sites in spending allocated budgets. Because schools closed down abruptly and learning moved to the virtual format, all the site budgets were not spent down. In addition, orders that were placed, did not get fulfilled due to shipping delays and business closures. Declining overall enrollment, especially impacting our English Learner, low-income and foster youth numbers, caused a reduction in LCFF funding and therefore decreasing the mandated indirect costs (4.4) that we have to cover. OUSD prioritized the support for our foster youth and low-income students during the pandemic. The increased funds spent on Dynabooks during the pandemic was used to enable all foster youth to access their education from home (4.7) which normally could not have been possible without the shift of funding. Headsets with mics were also purchased to enable them to participate in online class instruction, engage and participate in group discussions, and collaborate on team projects for school. We are very proud of the numerous professional learning opportunities continued for teachers and administrators, including Write From the Beginning, adopted core curriculum, foundational literacy, virtual learning, and more (4.8 and 4.11). Planning and support for an effective implementation of the ELA and Math State Academic Standards, Literacy in the Social Studies and Science content area, Next Generation Science Standards, writing (Write from the Beginning), intervention and differentiation, as well as universal screening of mathematics and ELA remained a priority. One challenge in this goal was that restrictions related to COVID-19 required a significantly smaller summer intervention program, since our program is normally in person, so fewer funds were utilized overall.

Goal 5

Engagement

Goal 5: All parents will have opportunities to participate in workshops, activities, stakeholder engagement trainings, utilize resources and services, as well as, provide input in decision-making practices at the District and schools, with an emphasis on English Learners, Low Income, Special Education, Gifted and Talented Education (GATE), and Foster Youth students, to become true partners in their child's education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator *Number of parents engaging in LCAP survey. *Number of parents participating in LCAP focus groups at school sites. *DELAC and DAC participation *Attendance at District level parent institute modules (Fall and Spring) *Number of parents engaging in technology survey.	*LCAP Survey: Increased parent participation by 746 parents. *LCAP Focus Groups at Sites: All school sites conducted at least one focus group to gather information related to school climate, facilities, programs, services, academics, and safety *DAC: 45.5% of members attended monthly DAC meetings. *DELAC: 6 meetings scheduled for this year and maintained baseline attendance. 4 meetings held with an average of 55 people in attendance. *On average, 40 parents attended the Fall Parent Institute. Parent Institutes were scheduled for the spring.
19-20 *LCAP Survey: Increase parent participation by an additional 100 responses from 18/19.	*Technology Survey: Combined with the LCAP Survey

Expected	Actual
<p>*LCAP Focus Groups at Sites: All school sites conducted at least one focus group to gather information related to school climate, facilities, programs, services, academics, and safety</p> <p>*DAC: 70% of members will attend monthly DAC meetings.</p> <p>*DELAC: Continue hosting a minimum of 7 meetings and maintain baseline participation at all meetings</p> <p>*Increase parent participation at Parent Institutes by 10%</p> <p>*Technology Survey: Combined with the LCAP Survey</p> <p>Baseline 16-17 *LCAP Survey: 2,981 parents responded to the on-line LCAP survey.</p> <p>16-17 *LCAP Focus Groups at Sites: All school sites conducted at least one focus group to gather information related to school climate, facilities, programs, services, academics, and safety</p> <p>16-17 *DAC: There are 35 community members on the District Advisory Council. On average, 20 to 25 people attend each meeting (64% average)</p> <p>16-17 *DELAC: There were 7 DELAC meetings held between September, 2016 and May, 2017. Attendance is consistent at each meeting, with approximately 75 people in attendance.</p> <p>16-17 *Parent Institute: An average of 75 parents attended each of the seven modules offered in Fall, 2016. An average of 40 parents attended each of the four modules offered in Spring, 2017.</p> <p>16-17 *Technology Survey: 2962 parents participated in the OUSD Technology Survey.</p>	

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.1 a. Accountability and Engagement support and service: Teacher on Special Assignment (TOSA) Student & Family Engagement/LCFF</p> <p>b. LCAP Software/Resources</p>	<p>(Sp. Prog) a. 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$125,593</p> <p>(Sp. Prog.) b. 5000-5999: Services And Other Operating Expenditures Supplemental \$13,900</p>	<p>(Sp. Prog) a. 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$122,638</p> <p>(Sp. Prog.) b. 5000-5999: Services And Other Operating Expenditures Supplemental \$30,697</p>
<p>5.2 a. Parent trainings, workshops, activities (leadership, college and career engagement/motivation and school site council trainings)</p> <p>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).</p> <p>c. Additional staff support for special education programs</p>	<p>(Sp. Prog) a. interpretation services 2000-2999: Classified Personnel Salaries Supplemental \$6,001</p> <p>(Sp. Prog) a. consultant 5000-5999: Services And Other Operating Expenditures Supplemental \$11,800</p> <p>(Sp. Ed) c. 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$48,000</p>	<p>(Sp. Prog) a. interpretation services 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$6,437</p> <p>(Sp. Prog) a. consultant 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p> <p>(Sp. Ed) c. 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$41,458</p>
<p>5.3 Foster Connections Program. Continue to hold monthly meetings for foster parents and caregivers who have foster children. 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.</p> <p>Spanish Translator will be available if needed at each meeting.</p>	<p>(SCS) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$230</p>	<p>(SCS) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.4 The OUSD Mental Health Counselors support parents by designing programs and interventions that meet the individual student's mental health need. Counselors meet one-on-one, in small groups, classroom presentations, staff and parent trainings, and provide referrals for Foster Youth, McKinney-Vento and At-Risk Youth.	(SCS) No cost involved \$0	(SCS) No cost involved \$0
<p>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.</p> <p>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.</p>	(SCS) No cost involved \$0	(SCS) No cost involved \$0
5.6 See description for 2018-19	(SCS) No cost involved \$0	(SCS) No cost involved \$0
5.7 Technology Services will create systems that support communication of district wide programs supporting student learning.	<p>SchoolMessenger provides messaging and communication to parents about events. 5000-5999: Services And Other Operating Expenditures Base \$45,000</p> <p>SchoolMessenger App provides a method of accessing school events and resources from mobile devices. 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> <p>Parent letters communicating about testing (Tech - R&A - 203) 5000-5999: Services And Other</p>	<p>SchoolMessenger provides messaging and communication to parents about events. 5000-5999: Services And Other Operating Expenditures Base \$44,418</p> <p>SchoolMessenger App provides a method of accessing school events and resources from mobile devices. Was not renewed for this year. 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Parent letters communicating about testing (Tech - R&A - 203)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Base \$16,000.00	5000-5999: Services And Other Operating Expenditures Base 0
	Parent letters communicating about testing (Tech - R&A - 203) 7000-7439: Other Outgo Base \$1,957	Parent letters communicating about testing (Tech - R&A - 203) 7000-7439: Other Outgo Base 0
	Parent letters communicating about testing (Tech - R&A - 203) - From Testing Assessment Apportionment 5000-5999: Services And Other Operating Expenditures Other \$18,298	Parent letters communicating about testing (Tech - R&A - 203) - From Testing Assessment Apportionment 5000-5999: Services And Other Operating Expenditures Other 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In order to reach all stakeholders, additional funds were used to provide interpretation at virtual meetings, including those held in the evenings. Correspondence increased in order to provide continual up to date information to students and families; consequently, the need to translate more documents increased (5.1). The consultant that was initially planned for was not utilized so funds went to support EL, low income and foster youth students in other areas (5.2b). Due to the lack of participation, School Messenger app for smart phones was eliminated due to lack of participation by our community. Since State testing was not conducted, letters explaining the process and results were not generated and sent to families (5.7) Funds in this goal of engagement were re-directed towards staff that spent a lot of additional hours on phones answering questions about distance learning, technology support and provide interpretation services for teachers and office staff assisting parents who were thrust into the roles of home-school teacher so quickly.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Much of what was budgeted for in Technology Services for Goal 5 did not occur due to COVID19. Since we did not participate in State testing, mass mailing of informational material and results to parents and families was not necessary. A great success we had was the importance we placed on ensuring that needed resources for parents were available digitally since our schools were closed. A multi-department collaboration ensued so that resources for learning, COVID 19, mental health etc...were organized and available. We also made sure that we had the resources available in English and Spanish. In addition to this success, we presented a lot of parent education on how to manage parenting and stress due to the pandemic via online workshops. Most of them were delivered in English and Spanish and they were all recorded and are available in an on demand system within our digital warehouse of resources

for our families to visit when they need to. In addition, our mental health counselors set up google sites for the students and their families to visit to access social emotional support resources that are age appropriate to the child.

Goal 6

Engagement

Goal 6: All students will participate in engaging college and career pathway programs, technology, digital literacy, resources and support systems that will increase student attendance which will ultimately prepare them to be active participants in the global economy.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	*95.38% Attendance rate
*Attendance rates	
*Suspension rates	*2.5% Suspension rate
*California School Dashboard Suspension Indicator	*California School Dashboard Suspension Indicator- declined suspension rate by 0.3% to 2.5%
*Dropout rates	*Cohort Dropout rates:
High School	High School - 4.14%
Middle School	Middle School - 0.0016%
*Graduation rates	*94.45% Graduation rate
*California School Dashboard Graduation Indicator	*California School Dashboard Graduation Indicator-maintained with a 0.5% increase to 94.9%
*Percentage of students meeting A-G requirements.	
	*45.24% students met A-G requirements.
*Percentage of students completing a CTE pathway.	

Expected	Actual
<ul style="list-style-type: none"> * Number of students participating in CTE Courses *Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA. *Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math. *Participation rate for SAT School Day *Percentage of students passing AP exams with a 3 or higher (math, ELA, science, history and art). *Number of teachers trained in digital portfolios *Number of students participating in activities in secondary *Number of students participating in athletics in secondary 	<ul style="list-style-type: none"> *524 students completed a CTE pathway. *7152 students participated in CTE Courses *58.26% students achieved "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA. *27.67% students achieved "Ready for College" and/or "Conditionally Ready for College" on EAP in Math. *86% participation in SAT School Day (grades 9 - 12) *64% students passed AP exams with a 3 or higher (math, ELA, science, history and art). *140 teachers trained in digital portfolios *6783 students participated in activities in secondary *4695 students participated in athletics in secondary
<p>19-20</p> <ul style="list-style-type: none"> *96.2% Attendance rate *maintain 2.5% Suspension rate *California School Dashboard Suspension Indicator-maintain 2.5% *Cohort Dropout rates: High School - maintain 1.6% or decrease Middle School - maintain 0.2% or decrease *97% Graduation rate *California School Dashboard Graduation Indicator-maintain or increase 97.4% 	

Expected	Actual
<p>*47% students meeting A-G requirements.</p> <p>*569 students completing a CTE pathway.</p> <p>*7500 students participating in CTE Courses</p> <p>*67% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA.</p> <p>*36% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math.</p> <p>*93.7% participation in SAT School Day (grades 9 - 12)</p> <p>*68% students passing AP exams with a 3 or higher (math, ELA, science, history and art).</p> <p>*150 teachers trained in digital portfolios</p> <p>*5100 students participating in activities in secondary</p> <p>*maintain 4900 students participating in athletics in secondary</p>	
<p>Baseline</p> <p>*95.7% Attendance rate</p> <p>*2.8% Suspension rate</p> <p>*California School Dashboard Suspension Indicator-2.3%</p> <p>*Cohort Dropout rates: High School - 3.1% Middle School - 0.003%</p> <p>*96.4% Graduation rate</p>	

Expected	Actual
<p>*California School Dashboard Graduation Indicator-95.3%</p> <p>*42.2% students meeting A-G requirements.</p> <p>*427 students completing a CTE pathway.</p> <p>*6092 students participating in CTE Courses</p> <p>*63% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA.</p> <p>*33% students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math.</p> <p>*89.2% participation in SAT School Day (grades 9 - 12)</p> <p>*59.6% students passing AP exams with a 3 or higher (math, ELA, science, history and art).</p> <p>*76 teachers trained in digital portfolios</p> <p>*5893 students participating in activities in secondary</p> <p>*4202 students participating in athletics in secondary</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6.1 Tech services will develop and support systems that Increase technology services and monitor progress.	<p>Aeries 5000-5999: Services And Other Operating Expenditures Base \$81,609</p> <p>IO Education/EADMS Data Management System 5000-5999:</p>	<p>(Tech) Aeries 5000-5999: Services And Other Operating Expenditures Base \$81,695</p> <p>(Tech) IO Education/EADMS Data Management System) 5000-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services And Other Operating Expenditures Base \$150,000	5999: Services And Other Operating Expenditures Base \$110,000 (Tech) CAASPP Training Subs 1000-1999/3000-3999 - Certificated Salaries/Benefits Base \$8983 (Tech) Student Achievement Training Subs 1000-1999/3000-3999 - Certificated Salaries/Benefits Base \$41,017
6.2 Software and technology to engage EL, low income, and foster youth students in their learning	(Sp. Prog) 5000-5999: Services And Other Operating Expenditures Supplemental \$68,000	(Sp. Prog) 5000-5999: Services And Other Operating Expenditures Title III \$69,300
<p>6.3 Fund materials, services and program costs for college and career programs to support college and career readiness.</p> <p>a. Maintain IB Fees for CHS IB program.</p> <p>b. Provide training for AP, IB, CTE teachers and academic counselors to attend professional development.</p> <p>c. College Board Suite of Tests to increase access to college readiness. (College Board Day - PSAT & SAT grades 8-12).</p> <p>d. Classified extra earnings/overtime for prep and planning for College Board Day.</p> <p>e. Certificated Substitutes for College Board Day.</p> <p>f. Provide supplies and equipment to enhance our academic programs.</p>	<p>(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000</p> <p>(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$14,000</p> <p>(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$209,100</p> <p>(Secondary) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$3,813</p> <p>(Secondary) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$3,692</p>	<p>(Secondary)(Sp. Prog-IB fees for RSE) 5000-5999: Services And Other Operating Expenditures Supplemental \$12,904</p> <p>(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$11,295</p> <p>(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$200,454</p> <p>(Secondary) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$1,289</p> <p>(Secondary) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$1,884</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(secondary) 4000-4999: Books And Supplies Supplemental \$18,079	(Secondary) 4000-4999: Books And Supplies Supplemental \$0
<p>6.4 Increase pupil engagement through the use of HERO monitoring system.</p> <p>a. Increase attendance and student engagement grades 9-12 with the Plasco/HERO attendance monitoring system. Hero will support students who have attendance and behavior issues that impact their ability to be college ready.</p>	(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$23,401	(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$23,401
<p>6.5 Continue to provide P21 specialists to the high schools to coordinate CTE pathway development and STEM opportunities for students. (Reduction from full time support to three sections per high school starting in 18-19)</p>	(Secondary) 1000-1999/3000- 3999 - Certificated Salaries/Benefits Supplemental \$291,913	(Secondary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$295,577
<p>6.6 a. Allocate funds to expand and increase access to AP classes and rigorous college and career STEM courses and arts, including field trips.</p>	<p>(Secondary) 1000-1999/3000- 3999 - Certificated Salaries/Benefits Supplemental \$557,008</p> <p>(Curriculum/VAPA) 1000- 1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$1,631,689</p> <p>(Curriculum/VAPA) 2000- 2999/3000-3999 - Classified Salaries/Benefits Supplemental \$36,646</p> <p>(Curriculum/VAPA) 4000-4999: Books And Supplies Supplemental \$41,500</p> <p>(Curriculum/VAPA) 5000-5999: Services And Other Operating Expenditures Supplemental \$21,355</p>	<p>(Secondary) 1000-1999/3000- 3999 - Certificated Salaries/Benefits Supplemental and Concentration \$556,870</p> <p>(Curriculum/VAPA) 1000- 1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$1,609,967</p> <p>(Curriculum/VAPA) 2000- 2999/3000-3999 - Classified Salaries/Benefits Supplemental \$43,162</p> <p>(Curriculum/VAPA) 4000-4999: Books And Supplies Supplemental \$107,993</p> <p>(Curriculum/VAPA) 5000-5999: Services And Other Operating Expenditures Supplemental \$10,739</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6.7 a. Continue to fund: AP/IB Training and college and career trainings, as well as necessary substitutes.</p> <p>b. Provide a section for the IB Case Coordinator and IB Cast Section to monitor student outcomes and increase IB program participation.</p> <p>c. Maintain ACT Fees to provide access to college and career opportunities.</p> <p>d. Pay extra Extra Earnings to teachers 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.</p>	<p>(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$7,076</p> <p>(Secondary) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$47,514</p> <p>(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$400</p> <p>(Secondary) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$11,568</p>	<p>(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$2,200</p> <p>(Secondary) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$54,274</p> <p>(Secondary) 5000-5999: Services And Other Operating Expenditures Supplemental \$400</p> <p>(Secondary) 1000-1999: Certificated Personnel Salaries Supplemental \$59,041</p>
<p>6.8 Due to reorganization of priorities, we will no longer maintain a counselor on special assignment (COSA) for secondary schools.</p>	<p>\$0</p>	
<p>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.</p> <p>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.</p> <p>Review these processes in the monthly/quarterly Assistant Principals' Meetings with a focus on discipline and attendance.</p> <p>(was 2.7) Maintain staff to support student and community needs relating to attendance issues.</p>	<p>(SCS) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$81,908</p>	<p>(SCS) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$111,537</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6.10 Continue supplying services of psychologists, nurses, and mental health counselors to support student access and engagement to enhance college and career opportunities.</p> <p>One 75% psychologist on special assignment assigned to support Student Community Services department and the at-risk youth they serve.</p>	<p>(SpEd) shift cost of personnel to supplemental began in 18-19. 19-20 costs of counselors shift to new budget 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$3,784,883</p> <p>(SpEd.) Subs for psychs 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$116,351</p> <p>(Sp. Ed) counselor cost 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$827,919</p> <p>(SCS) POSA 1000-1999/3000-3999 - Certificated Salaries/Benefits Title IV \$149,865</p> <p>(Sp. Ed) 4000-4999: Books And Supplies Supplemental \$50,000</p>	<p>(SpEd) shift cost of personnel to supplemental began in 18-19. 19-20 costs of counselors shift to new budget 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$3,771,268</p> <p>(SpEd.) psych subs 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$122,452</p> <p>(SCS) counselor cost 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$0</p> <p>(SCS) POSA 1000-1999/3000-3999 - Certificated Salaries/Benefits Title IV \$171,024</p> <p>(Sp. Ed) 4000-4999: Books And Supplies Supplemental \$21,241</p>
<p>6.11 Teachers will be supported in the use of Digital Portfolios, 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.</p>	<p>(Curriculum) Supplemental \$0</p> <p>(Curriculum) Supplemental \$0</p>	<p>(Curriculum) Supplemental \$0</p> <p>(Curriculum) Supplemental \$0</p>
<p>6.12 District will partner with East LA Classic Theater to provide one middle school the opportunity to reinforce language and literacy skills through STEM and Arts. (Language in Play)**This action has discontinued**</p>	<p>(Secondary) \$0</p>	<p>(Secondary) \$0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Some of the funds not utilized were used by Curriculum to purchase STEAM and VAPA materials to principally support EL, low income and foster youth students (6.6) by ensuring they had supplies at home so they can fully participate in their learning. Special Education did not spend all the budgeted funds on books and supplies, so the difference in funding was used to supplement the extra hours for the Psychologist on Special Assignment (POSA)(6.10). During the pandemic, an increase in the need for social emotional support was evident, and the POSA worked with both Special Education and Student Community Services to develop action plans and conduct home visits. Extra Earnings were paid to teachers and counselors to provide learning opportunities beyond the school day for AP/IB, WASC, AMC and college planning. These teachers and counselors provided training for teachers participating in code.org and college and career opportunities (6.7).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During 2019/20, 5th and 6th grade students continued to receive Visual and Performing Arts instruction in the areas of general music, instrumental music, theater, and visual arts (6.6a). This was challenging to do virtually, but the Curriculum department and the VAPA teachers were able to develop a plan to support students successfully. Less substitute psychologists were necessary during distance learning, but the social emotional support of all students remained a priority (6.10). Although funding for counselors' support moved from LCFF to a block grant, we were still able to continue with this priority during 2019/20 (6.10)

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	*4695 students participated in athletics at secondary
*Number of students participating in athletics at secondary	*6783 students participated in activities at secondary level
*Number of students participating in activities at secondary level	*95.38% Attendance rate
*Attendance rates	*8.3% Chronic Absenteeism rate
*Chronic Absenteeism rate	*Cohort Dropout rates: High School - 4.14% Middle School - 0.0016%
*Cohort dropout rates High School - Middle School -	*94.45% Graduation rate
*Graduation rates	*California School Dashboard Suspension Indicator- maintained 94.9% with a 0.5% increase
*California School Dashboard Graduation Indicator	* 2.5% Suspension rate
*Suspension rates	* Expulsion rate of 0.0001%
*Expulsion Rates	

Expected	Actual
<p>*California School Dashboard Suspension Indicator</p> <p>*Number of students supported by elementary mental health counselors</p> <p>*Participation rates for school climate survey</p> <p>19-20</p> <p>*maintain 4900 students participating in athletics at secondary</p> <p>*5100 students participating in activities at secondary level</p> <p>*96.2% Attendance rate</p> <p>*9.4% Chronic Absenteeism rate</p> <p>*Cohort Dropout rates: High School - maintain 1.6% or decrease Middle School - maintain 0.2% or decrease</p> <p>*97% Graduation rate</p> <p>*California School Dashboard Suspension Indicator- maintain/increase 97.4%</p> <p>* maintain/decrease 2.5% Suspension rate</p> <p>* Maintain/decrease Expulsion rate of 0.01%</p> <p>*California School Dashboard Suspension Indicator- maintain 2.5%</p> <p>*Maintain/increase 557 students supported by elementary mental health counselors</p>	<p>*California School Dashboard Suspension Indicator- declined by 0.3% to 2.5%</p> <p>*1778 individuals students supported by mental health counselors during 2352 sessions</p> <p>*Participation rates for school climate survey: 199 5th graders, 1,220 6th graders, 1,416 8th graders and 1,400 10th graders took the survey.</p>

Expected	Actual
<p>*Participation rates for school climate survey: 83% for 5th grade, 94% for 7th grade and 76% for 10th grade.</p> <p>Baseline</p> <p>*4202 students participating in athletics at secondary</p> <p>*5893 students participating in activities at secondary level</p> <p>*95.7% Attendance rate</p> <p>*11.4% Chronic Absenteeism rate</p> <p>*Cohort dropout rates: High School - 3.1% Middle School - 0.003%</p> <p>*96.4% - Graduation rate</p> <p>*California School Dashboard Graduation Indicator-95.3%</p> <p>*2.8% Suspension rate</p> <p>*0% Expulsion rate</p> <p>*California School Dashboard Suspension Indicator-2.3%</p> <p>*501 students supported by elementary mental health counselors</p> <p>*Participation rates for school climate survey: 73% for 5th grade, 90% for 7th grade and 66% for 10th grade.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
7.1 Supplement and support GATE. (program and material cost)	(Curriculum) 4000-4999: Books And Supplies Base \$37,205	(Curriculum) 4000-4999: Books And Supplies Base \$26,725 (Curriculum) 1000-1999/3000- 3999 - Certificated Salaries/Benefits Base \$954.60
<p>7.2 a. Maintain 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.</p> <p>In addition, the mentors will focus on academic tutoring. For targeted students receiving Ds and Fs, mentors will hold individual and/or small group tutorial sessions.</p> <p>Mentors are paid extra earnings to be trained monthly by Foster Youth Coordinator.</p> <p>7.2 b. Program will be continued and maintained with ongoing monthly training.</p> <p>7.2 c. Continue to maintain the Student Advisory Committee. Student Advisory Committee will be comprised of foster youth in high school who can provide feedback to help develop LCAP goals. Committee will be consist of foster youth attending all 4 high schools and 2 alternative high schools.</p>	<p>(SCS) a. 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$58,882</p> <p>(SCS) b. 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$18,919</p>	<p>(SCS) a. 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$0</p> <p>(SCS) b. 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$1,255</p>
7.3 School climate survey will be given to students to obtain their input on engagement and school climate.	(Sp. Prog) 5000-5999: Services And Other Operating Expenditures Supplemental \$16,900	(Sp. Prog) 5000-5999: Services And Other Operating Expenditures Supplemental \$12,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>7.4 Provide professional development on Positive Behavior Intervention Systems (PBIS). Orange Unified School District Culture and Climate Initiative. Cohort of 5 schools at a time.</p>	<p>(Ath/Act) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$15,478</p> <p>(Ath/Act) inviting classified to training 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$1,604</p>	<p>(Ath/Act) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$0</p> <p>(Ath/Act) inviting classified to training 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$0</p>
<p>7.5 a. Continue services provided by Coordinator - Foster Youth, Homeless, and At-Risk Youth;</p> <p>7.5 b. Coordinator to oversee and 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 and school engagement. Monthly training for mentors will be continued.</p> <p>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.</p> <p>7.5 c. Coordinator continues to attend all school meetings for Foster Youth and Homeless students to provide additional support and collaboration for families and school teams.</p> <p>7.5 d. Trauma Informed Educator staff development training will continue. The focus of this professional development is to establish best practices for those who work with students who have experienced trauma. The goal is to increase knowledge in order to create safe learning environments for students to perform at their optimal level despite exposure to trauma.</p> <p>7.5e. Coordinator ensured there were no barriers for Foster Youth and McKinney-Vento students to being able to participate in senior activities such as prom, grad night, yearbook, ect.</p>	<p>(SCS) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$137,820</p> <p>(SCS) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$88,814</p> <p>(SCS) Conferences 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>	<p>(SCS) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$122,003</p> <p>(SCS) 2000-2999/3000-3999 - Classified Salaries/Benefits Supplemental \$89,336</p> <p>(SCS) Conferences 5000-5999: Services And Other Operating Expenditures Supplemental \$283</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>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.</p>	<p>(SCS) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$ 38,250</p>	<p>(SCS) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000</p>
<p>7.7 Continue to provide Executive Director for athletics, activities and school connectedness to support expansion of student engagement from Preschool-12th grades. (Executive Director oversees Student Community Services as well)</p>	<p>(Ath/Act) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$104,615</p>	<p>(Ath/Act) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$106,541</p>
<p>7.8 Tech Services will support systems that provide a safe and secure technology infrastructure to support student learning.</p>	<p>Chief Information Security Officer consulting provides data breach incident response, regulatory compliance, and privacy validation to ensure safe and secure access to resources for students. 5000-5999: Services And Other Operating Expenditures Base \$30,000</p> <p>Upgrade district firewall and content filtering to support the increased usage of internet based resources. 4000-4999: Books And Supplies Base \$20,000</p> <p>SPAM filtering subscription 4000-4999: Books And Supplies Base \$25,000</p>	<p>Chief Information Security Officer consulting provides data breach incident response, regulatory compliance, and privacy validation to ensure safe and secure access to resources for students. 5000-5999: Services And Other Operating Expenditures Base \$18,000</p> <p>Upgrade district firewall and content filtering to support the increased usage of internet based resources. 4000-4999: Books And Supplies Base \$19,760</p> <p>SPAM filtering subscription 4000-4999: Books And Supplies Base \$23,763</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Security Event and Incident Management (SEIM) 4000-4999: Books And Supplies Base \$25,000 Storage and Network Infrastructure Equipment 4000-4999: Books And Supplies Base \$92,151	Security Event and Incident Management (SEIM) 4000-4999: Books And Supplies Base \$26,683 Storage and Network Infrastructure Equipment 4000-4999: Books And Supplies Base \$92,151
7.9 Maintain a Lacrosse program at secondary level.	(Ath/Act) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$13,033 (Ath/Act) *purchases happened in 18-19 and do not anticipate any funds needed for 19-20 \$0 (Ath/Act) 5000-5999: Services And Other Operating Expenditures Supplemental \$5,600	(Ath/Act) 1000-1999/3000-3999 - Certificated Salaries/Benefits Supplemental \$13,884 \$0 (Ath/Act) 5000-5999: Services And Other Operating Expenditures Supplemental \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Mentors for the Connections Mentor Program submitted significantly fewer hours than what was budgeted for (7.2). Shorter, on-line meetings were conducted verses lengthier, in-person meetings during the pandemic. Funds were moved from this action to 4.7 to purchase Dynabooks for foster youth. Unfortunately, PBIS professional development was not implemented during the 2019/20 school year (7.4). California Youth Services was partially funded through a donation from Elks Club (7.6), and there were no additional expenses pertaining to Lacrosse (7.9). GATE testing costs were less due to a switch to digital assessment for some grade levels (7.1). Monies not utilized on actions continued to support students, families, teachers and staff. Due to the large influx of devices and increased demand on our network, additional cyber security was implemented to prevent data breaches and filter inappropriate content. The Technology department needed to upgrade firewalls and purchase additional software to limit spam and prevent hackers from accessing student and staff accounts.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Digital security was a success during the 2019/20 school year. With the transition to distance learning, the infrastructure was upgraded to eliminate the possibility of data breaches keeping student and staff information confidential (7.8). Student and Community Services continued to provide support to Foster and Homeless students. This was a priority given the decrease of in person opportunities. The Coordinator increased contact virtually so that foster youth would continue to feel engaged in the learning process (7.5). A significant challenge was the inability to provide professional development for Positive Behavior Intervention Systems (PBIS) (7.4). Positive Behavior Intervention Systems is part of the district's multi-tiered system of supports and a priority initiative prior to the pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional learning opportunities for teachers, administrators and para professionals plus ongoing consultation support to improve overall student outcomes and to ensure equity in our instructional programs and delivery. (Extra earnings, consultant fees, supplies for professional learning)	\$358,000	\$1,108,030	Yes
Personal Protective Equipment (masks, gloves, face shields, gowns) /Safety Barriers/Disinfecting supplies and equipment rentals	\$2,271,248	\$3,302,793	No
Additional custodial support for deep cleaning and sanitizing school classrooms and campuses	\$ 204,285	\$ 1,034,827	No
Instructional Supplies to support in-person physically distant learning	\$371,559	\$ 1,062,432	No
Extra earnings for additional instructional support staff and student supervision	\$175,000	\$1,638,480	Yes
Extra earnings for employees in these departments: transportation, nutrition services, purchasing and operations	\$234,671	\$ 290,301	No
Inventoriable equipment for transportation	\$120,000	\$ 120,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Once Orange Unified open its doors to return to in-person learning, a larger number of students returned, in elementary, which required providing more supervision and instructional support than originally anticipated, triggering more extra earnings for staff. We also needed to re-purpose some of our classified personnel to support in-person instruction. In addition, more was spent on personal

protective equipment (PPE) than originally estimated due to more students participating in person for elementary, as well as, the duration of the pandemic lasting longer than anyone could have forecasted. These facts also necessitated the need for additional custodial support for the sites to keep the sites sanitized, clean and safe for our students. We also had to allocate additional funds to maintain elementary students in cohorts during recess and lunch times.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

One of our successes that is most prominent is that in September 2020, our district was able to welcome back our students who wanted to be on campus for in-person learning. At this point, we have over half our students present on campus, and we look forward to having the remainder join us in the Fall. In order to do this successfully, we as a district had to work as a team and share the responsibility to achieve the same goal of safely bringing students back in person. Our leadership ensured each classroom was equipped with adequate personal protective equipment and the necessary technology was available to allow teachers to livestream daily so that a geographically neutral education was provided. With livestreaming, our teachers are able to interact with their in-person students as well as with the students who were learning virtually. In order to meet this need of livestreaming, all of our professional development centered on how to livestream, use of technology and use of apps and software to make this happen. We are especially proud of how our staff "pivoted" when all of this began, which again necessitated a huge amount of professional learning opportunities for our instructional staff. In addition, to make our classrooms a safe environment with physically distanced seating, we brought in our instructional assistants or other "re-purposed" personnel to support the academic program for our in-person students. As many successes as we have had, the challenges were present too. COVID-19 brought with it guidelines and protocols that were challenging such as having enough subs to cover teachers during quarantine periods if they were a close contact. This prompted us to use every credentialed employee as a sub multiple times during the surges in COVID cases in our county. In addition, the contact tracing protocol became a large part of what administrators were responsible for throughout the pandemic but especially during the surges. A success which became a challenge was the growing interest of parents wanting their child in school. This created a need for our re-purposed instructional staff to support the additional students that rotated face time with their teacher. Overall, we are quite pleased that we did not have one instance of campus spread, and our COVID-19 numbers of active cases stayed relatively low, especially during the surges.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Access to technology (laptops and hotspots) ensure ALL students and instructional staff have the ability to access online curriculum and to participate in distance learning programs in a meaningful manner.	\$6,507,893	\$7,775,989	Yes
APEX software licenses for virtual academy, online courses, summer school and credit recovery	\$147,888	\$ 189,963	Yes
Virtual conferencing platform licenses and peripherals	\$163,680	\$ 138,787	No
Classlink software to track engagement with software programs	\$75,000	\$ 313,734	No
Additional online secondary teaching sections	\$50,000	\$ 106,574	Yes
Document Cameras,other peripherals and supplies to support distance learning	\$ 240,000	\$ 757,620	No
Supplies for centralized/district level staff to support distance learning	\$ 15,576	\$ 12,571	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We had some substantive difference between budgeted expenditures and what we ultimately expended. First, the amount spent on access to technology was higher than anticipated. We underestimated the costs for hot spots in quantity and fees associated with it. we incurred additional software costs to support teachers teaching the students who chose virtual only. Secondary sections were also underestimated due to changes in our instructional program structures fluctuating based upon logistics. We also purchased peripherals such as document cameras to facilitate the livestreaming instruction happening in all of our classrooms.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our distance learning program during the 2020-21 school year was not as expansive as many other districts since we were able to invite our students to in-person instruction in September. Although we had over 50% of our students back in-person, we still had to

provide distance learning to thousands of our students across the district with larger numbers of virtual learners in the secondary level. Our elementary have welcomed back over 60% of their students, while our secondary is under 40% in-person, leaving the majority of secondary as distance learners for the 20-21 school year.

- **Continuity of Instruction:** Once we had our in-person students present on campus, we had to pivot to livestreaming daily to our students by their teachers. This allowed our program to be a geographically neutral delivery of instruction. The success of our model was that it allowed students the opportunity to stay home to quarantine or if they were feeling ill, and they could continue their education by logging in with their class. ---The challenge was the level of engagement of our students during their virtual lessons.
- **Access to Devices and Connectivity:** Our sites, along with our amazing technology department, were able to distribute over 15,000 devices so students could access the learning platforms. They were also able to distribute 3,500 hotspots to increase connectivity for many of our families of our socioeconomically disadvantaged communities.
- **Pupil Participation and Progress:** Engagement levels vary greatly by our students. Our virtual elementary students participated more readily and had cameras on so the teachers could interact more easily. Out of respect for our community of virtual learners, we did not require cameras to be on, which posed a challenge in the secondary level with very few participating with cameras or sound engaged. We noticed and are working with our secondary principals on the fact that our D and F rate has increased since the pandemic began. School site leaders are monitoring the data and working with their teachers on turning around this alarming trend.
- **Distance Learning Professional Development:** Since the beginning of the pandemic, a large amount of time and resources has been put into professional learning to prepare our teachers to work with the learning management systems and the educational software and apps to ensure the pivot from in-person to digital is seamless. Although the move to digital is uncomfortable for many teachers, they did an outstanding job with the support of all of our content experts who provided weekly sessions to support them. All sessions have been recorded and archived so that teachers have a growing menu of options of trainings that they can select from to continue to build their own expertise.
- **Staff Roles and Responsibilities:** Due to changes in our enrollment of our expanded care centers, we were able to re-purpose staff members to support students at the school sites.
- **Support for Pupils with Unique Needs:** Whether distance learning or in-person, our Special Education department worked diligently to ensure no interruption in programming for any student with an IEP. Schedules were arranged so that providers and educational specialists could provide the prescribed minutes to all students. Online resources were collected and provided to our staff and parents of students with unique needs on our district website.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Diagnostic software to be used to measure learning loss and provide formative assessment tools for teachers to inform their instruction.	\$101,100	\$ 95,651	Yes
Software to communicate with family and students regarding academic progress	\$ 44,686	\$ 44,686	Yes
Online tutoring services provided for students to mitigate learning loss	\$ 285,000	\$ 444,629	Yes
Interactive online supplemental curriculum and delivery tool that provides for assessment, differentiation and personalization of learning. Integrates with all distance learning tools. Flexible tool for teacher to use during each phase of instruction.	\$120,005	\$ 92,320	Yes
Extra earnings for Advanced Placement Bootcamps	\$ 156,000	\$ 47,627	Yes
Extra earnings for instructional support staff to assist students with identified learning loss gaps	\$675,875	\$ 631,957	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Substantive differences regarding pupil learning loss includes hiring a company to provide 24/7 virtual tutoring for our secondary students. Once we began using it, we saw the benefit of offering it to our upper elementary students. Because of the addition of elementary students, the cost increased.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Orange Unified made the important decision and commitment to returning to classrooms in September of 2020. The driving force was first and foremost the avoidance of detrimental effects on students not being with their amazing teachers and to minimize any potential learning loss. In regards to the extent of pupil learning loss, our instructional staff are constantly analyzing data to assess the current status of our students' academic needs. One struggle is results from our virtual students continues to not always be a strong representation of what our students are learning. From the need for reliable data, we are able to move forward with selecting uniform

educational software platforms across our district that allows us to systematically collect formative data on our students which we did not have prior to pandemic. This allows us to respond quickly and deliberately to identify gaps that may be formulating. In addition to systematic and consistent assessments, we also realized there was a need to provide tutoring on a larger scale based upon feedback gathered during the pandemic. We partnered with a company that provides 24/7 tutoring in a wide array of content as well as in multiple languages to meet the needs of our 4th-12th grade students. As a district, we are taking time to look forward and plan for expanded learning support for our students. During spring break, we held a credit recovery camp for students with special needs and were able to recover 115 credits for these students.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

As Social Emotional Learning (SEL) has a direct impact on school climate, OUSD continues to have a focus on supporting student wellness in the classroom. OUSD is strengthening the MTSS approach to student learning so that students have universal access to support. During district wide professional development, the mental health and social emotional well-being was addressed through supportive sessions on SEL strategies for adults. OUSD's Counseling and School Support Website is also updated regularly for students and families. All teachers and counselors have licenses for Nearpod lessons that are aligned with the CASEL competencies. Each school counseling team has a Google Classroom with mental health resources and lessons accessible to students and families. Elementary school counselors are also facilitating small support groups for students as needed. OUSD has contracted with Outreach Concern, a nonprofit agency, that is providing Tier II and III support to each school in the district. With the support of Outreach Concern, students have access to 1:1 counseling and a crisis line, as needed.

All school counselors also had an introductory training to the ASCA National Model for School Counseling so that, as a districtwide comprehensive counseling program, OUSD is providing school counseling that addresses the needs of the whole child. Counselors also attended the MTSS badge certification training with OCDE during the summer, 2020. Individual counseling appointments are available to students and families to provide academic and social-emotional support as needed. The COVID-19 pandemic has created challenges in monitoring and gauging how students are coping, which results in difficulties for staff to determine whether additional support is needed. The COVID-19 pandemic also presented challenges in determining where meetings would take place. Consequently, telehealth was used as needed.

Parent wellness workshops were held for ongoing parent partnership, wellness, along with adult and student support. Additionally, a parent support website was created with a focus on supporting parents and students in the area of social emotional well being. Psychologists were dedicated to support parent questions and needs on mental health. Appointments were made available for individual mental health support, as well as, Autism specific support.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

All pupil and family engagement was conducted virtually during the 2020/21 school year. Although in-person meetings and workshops are preferred, there were successes using the virtual format. Parents and families were more connected to their child's academics during distance learning, which can serve as the foundation for family engagement once we see a more traditional school year in the near future. OUSD embraced digital literacy by presenting several workshops on how parents can better participate in the student learning platforms. Parents learned how to navigate the OUSD website, Google Meets, and Microsoft Teams. They also gained

exposure to additional websites that they could access with their children for remedial and enrichment activities in both English Language Arts and Math.

To support student engagement, the Special Ed department engaged in parent outreach efforts and developed a systematic internal outreach system to address the needs of our students. Staff monitored engagement logs and followed through with progressive interventions to enhance engagement. Classified staff were also utilized for student/parent outreach and support with technology, to ensure student participation and engagement.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutritious school meals protect our most vulnerable students from going hungry. Hungry students are unable to focus on learning whether they are at a school campus or participating in distance learning. Ensuring that students have access to nutritionally fortifying meals is a priority for Orange Unified. When schools closed in March 2020, our district transitioned from serving breakfast and lunch at 40 schools to providing grab and go meals in our schools & neighborhoods. From March thru August 2020, 567,950 meals were provided to Orange Unified students with an additional 768,550 provided between September 2020 and January 2021.

To ensure that our community is informed, we use a variety of communication methods to deliver the news of meal distributions such as social media, newsletters via email, direct mail to households and district/school websites. Since the start of the 2020-2021 school year, our breakfast and lunch take home packs are available and being distributed at 40 sites throughout the district. Parents may pick up meals without their children present but must present ID cards so student eligibility is accounted for. Nutrition Services is serving a variety of healthy choices for breakfast and lunch to approximately 20,000 to 25,000 needy students per week for “in seat” instruction with take home meals provided for each cohorts’ days away from campus. In addition, Nutrition Services serves 5 day meal packs, prepackaged meals to all virtual learners on Wednesday for parents to pick up.

Students on campus eat lunch in designated areas outside of the classroom, and meal times are staggered to allow for cleaning between meal services. Students are served meals in smaller groups to allow for appropriate social distancing. Staff encourages physical distancing through increased spacing, small groups, and limited mixing between groups. Masks, contactless exchanges and sterilized environments are all required during meal delivery. Barriers such as sneeze guards and partitions, as well as, signage to promote physical distancing, have been installed on each campus. Surfaces frequently touched by students during meal service, including tables, benches and carts are thoroughly cleaned and disinfected after use.

Second Harvest Food Bank supports Title I elementary schools with a monthly mobile food pantry at specific school site locations. Due to COVID 19, this program has changed its food distribution format from a Farmers Market style to pre-boxed produce and dairy with a “drive thru” operation. This year, we are looking to add two more elementary schools to the program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Care Solace-online resource center for families in need	\$42,210	\$ 41,210	Yes
Pupil Engagement and Outreach	Culturally Relevant Teaching training for administrators	\$ 1,500	\$ 1,265	Yes
Mental Health and Social and Emotional Well-Being	Outreach Concern	\$ 146,260	\$ 105,000	Yes
Mental Health and Social and Emotional Well-Being	Employee Wellness Trainings	\$ 21,984	\$ 32,358	No
School Nutrition	Supplies for Nutrition Services for safe handling of food for distribution sites	\$ 45,000	\$ 202,944	Yes
School Nutrition	Before school/breakfast support and extra earnings	\$ 75,000	\$ 155,026	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

For our Nutrition Services department, we had a difference between the planned costs and estimated actuals due to an increased amount of bagging that was not anticipated at onset. This was caused by a definite increase of parents participating at our meal distribution sites. We anticipated that families receiving free and reduced lunches would participate; however, these were not necessarily the same families requiring the assistance. In actuality, we saw new families impacted economically by the pandemic causing food insecurities and unemployment. There was also an ongoing rise in costs for personal protective equipment as time passed for our workers to be well protected during distribution of meals.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The distribution of devices to every student has confirmed that our students and teachers will be able to continue best practices using software and hardware for learning. Our district will continue to take on the responsibility of providing student and teacher devices. Previously, this was a site by site decision.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

COVID-19 has undoubtedly impacted students greatly over the past year and a half and has created a sense of "unfinished learning" among our students. As a district, we are fortunate to have been able to welcome students back, who were willing to be on campus, in September 2020 to mitigate the potential issues with learning gaps that everyone in education is wrestling with currently. Whether students began the year in-person or online, the pandemic illuminated and exacerbated the system inequities that need to be addressed through a thoughtful and purposeful review of student outcome data. We have always put a spotlight on our most vulnerable populations, but now more than ever, we need to proactively ensure that we are assessing and monitoring their progress. This includes academic, social-emotional, as well as, behavioral health of our English learners, students with special needs, low-income, foster youth, and students experiencing homelessness. In the arena of social-emotional well being and behavior, which we know is essential for student learning, our students benefit from access to mental health counselors and psychologists at every site. These experts work alongside instructional staff and help with proactive measures on campus as well as interventions. These experts are a visible and a valued resource to students, staff and families. At the elementary levels, we are continuing to refine our Multi Tiered System of Support (MTSS) through relevant student outcome data. We will be using iReady, both reading and math, diagnostic data that will be uploaded to our own internally designed dashboard to disaggregate data by each of our targeted subgroups for analysis. This will help us identify gaps along with the use of existing curriculum embedded assessments that teachers use with other local data. For our secondary, we will continue to use Reading Inventory and Math Inventory to progress monitor our student's growth in partnership with course grades and curriculum embedded assessments. They will be able to identify learning gaps and address them through a purposeful planning process. As a second layer for our students with Individualized Education Plans, (IEPs) the IEP team will continue to monitor baseline performance of students and develop interventions and supports to address progress on goals using similar data as their general education counterparts, plus additional testing protocols specifically for our students with special needs. We find that the triangulation of datasets will give us a clearer picture of our students' needs. Within our new LCAP document, there are references to credit recovery options, summer school and extended learning opportunities will be made available to students where data tells us gaps exists. We are going to use the data to design their learning experiences to address unfinished learning needs. This will be part of a systemic continuous cycle for our students. We will be tracking the progress of students at each site and for students that do not respond to the interventions provided, a team of experts will convene a student success team to determine next steps. In many cases our district experts in English Language acquisition or foster youth attend student success team meetings to support the team and help prescribe best course of action for each student. Our goal no matter the circumstances a student faces, is to get them on a path to improvement before the idea that they require a formal intervention such as special education services is ever considered.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Out of the five actions that are contributing towards meeting the increased or improved services requirement, we only had one with substantive differences. In our Nutrition Services department, we had a difference between the planned costs and estimated actuals due to an increased amount of bagging that was not anticipated at onset. This was caused by a definite increase of parents participating at our meal distribution sites. What was anticipated that our families that receive free or reduced lunches normally, were not the same families requiring the assistance, but actually families who have been impacted economically by the pandemic causing food insecurities and unemployment.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

In reflection of the past two years of education and the pivot required to move from full time in-person learning to emergency distance learning to a hybrid approach with some students learning in-person and some learning virtually, we have taken time to reflect on steps we will make moving forward within our new Local Control and Accountability Plan. First and foremost, our goal is to get all of our students to commit to in-person learning for the subsequent years. To assist in the potential that we have families still not comfortable with in-person learning, we are expanding the grade levels of our online only school called the EDGE Academy, which will now include Kindergarten through 6th grade to complement the 7th-12th grade already enrolled. As we survey our families, we are finding there is approximately four percent of our students who will explore their interest in the EDGE Virtual Academy for the upcoming school year.

In our analysis of our systems throughout the pandemic, we are witnessing a dire need to re-align our resources to support a stronger Tier 1, our core or "basic" program for all students to address the concept of "unfinished learning." This past year, we have noticed a markedly higher number of referrals for Special Education. This, we feel, is due to many factors that must be addressed. As mentioned, a re-alignment and focus on our Tier I supports for all students has to be re-calibrated to ensure that all instructional staff are fully aware of what all students should be receiving instructionally. This includes prevention and intervention systems of support. In order to achieve this, Educational Services instructional administrators and content specialists are collaborating in creating a framework with resources to support our frontline instructional staff. This will include a digital warehouse of the resources necessary to meet the varying needs of our students in primarily English Language Arts, mathematics and English Language Development. To complement this framework, we are re-working our local dashboard available for administrators to include live updates of all local and state data so that they are able to make instructional decisions that are in real time and relevant to the students they serve. One of the "must haves" on this OUSD created dashboard is the ability to disaggregate data by our various vulnerable subgroups of students: English Learners, low-income, foster youth, students with disabilities and students experiencing homelessness. Much of the work in re-alignment of our resources mentioned before will include an emphasis and focus on our English Learners. We know we need to ensure that content is comprehensible and accessible for them to learn well. You will see that many of our actions, especially in Goal 1, centered on academics and are focused on primarily serving our English Learners along with foster youth and low-income students.

One of the greatest lessons learned throughout the pandemic is the ability to communicate and connect with others in more than one standard platform. If we can work smarter and not harder, we need to do it. Providing virtual parent meetings has allowed us to deliver content to a more diverse audience with the capabilities of warehousing the virtual meetings. These can then be available on demand for any parent or community member to view. Moving forward, engagement opportunities will now need to be evaluated in the best format to deliver the information, either in-person or virtually. This will be the consideration for all stakeholder engagement opportunities for LCAP in the future. Holding virtual meetings is also being considered as a permanent option for our individualized

education plans (IEPs) as well as our general education parent teacher conferences held annually. We held our first ever College and Career Fair virtually which was a huge success! The format allowed for greater attendance and gave our audience the opportunity to access more topics that were of interest to them.

In response to our LCAP survey feedback from our stakeholders, the need for support in mental health and wellness was high. Even before the pandemic, our need in this area was apparent. As we see the downturn of the pandemic, the social emotional needs of our students is a fast growing concern of our staff and community. There are a variety of complexities our children are facing now versus a few years ago. Within our LCAP there will be multiple mentions of multi-tiered system of supports, and an entire goal focused on student wellness centered on physical and emotional safety as well as digital security, culturally relevant teaching and teams of adults dedicated to this topic. This a huge testament of the importance this takes in our system of education in our "new now."

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	39,958,174.00	31,878,997.21
	0.00	0.00
Base	16,873,356.00	11,087,004.63
Other	61,060.00	42,762.00
Supplemental	22,873,893.00	19,656,459.58
Supplemental and Concentration	0.00	852,447.00
Title III	0.00	69,300.00
Title IV	149,865.00	171,024.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	39,958,174.00	31,878,997.21
	1,000.00	0.00
1000-1999/3000-3999 - Certificated Salaries/Benefits	16,675,536.00	16,692,987.70
1000-1999: Certificated Personnel Salaries	1,571,557.00	2,776,113.00
2000-2999/3000-3999 - Classified Salaries/Benefits	4,576,758.00	769,780.00
2000-2999: Classified Personnel Salaries	602,965.00	1,583,492.00
3000-3999: Employee Benefits	854,424.00	761,876.00
4000-4999: Books And Supplies	11,915,431.00	5,911,176.98
5000-5999: Services And Other Operating Expenditures	2,494,243.00	2,289,305.05
5800: Professional/Consulting Services And Operating Expenditures	555,300.00	438,586.00
7000-7439: Other Outgo	710,960.00	655,680.48

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	39,958,174.00	31,878,997.21
		0.00	0.00
	Supplemental	1,000.00	0.00
1000-1999/3000-3999 - Certificated Salaries/Benefits	Base	825,547.00	2,800,594.60
1000-1999/3000-3999 - Certificated Salaries/Benefits	Other	34,402.00	34,402.00
1000-1999/3000-3999 - Certificated Salaries/Benefits	Supplemental	15,665,722.00	13,130,097.10
1000-1999/3000-3999 - Certificated Salaries/Benefits	Supplemental and Concentration	0.00	556,870.00
1000-1999/3000-3999 - Certificated Salaries/Benefits	Title IV	149,865.00	171,024.00
1000-1999: Certificated Personnel Salaries	Base	0.00	825,729.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,571,557.00	1,654,807.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	295,577.00
2000-2999/3000-3999 - Classified Salaries/Benefits	Base	3,474,200.00	0.00
2000-2999/3000-3999 - Classified Salaries/Benefits	Supplemental	1,102,558.00	769,780.00
2000-2999: Classified Personnel Salaries	Base	0.00	724,560.00
2000-2999: Classified Personnel Salaries	Supplemental	602,965.00	858,932.00
3000-3999: Employee Benefits	Supplemental	854,424.00	761,876.00
4000-4999: Books And Supplies	Base	11,026,161.00	5,192,484.98
4000-4999: Books And Supplies	Other	8,360.00	8,360.00
4000-4999: Books And Supplies	Supplemental	880,910.00	710,332.00
5000-5999: Services And Other Operating Expenditures	Base	1,365,491.00	1,334,550.05
5000-5999: Services And Other Operating Expenditures	Other	18,298.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,110,454.00	885,455.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	69,300.00
5800: Professional/Consulting Services And Operating Expenditures	Base	180,000.00	209,086.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	375,300.00	229,500.00
7000-7439: Other Outgo	Base	1,957.00	0.00
7000-7439: Other Outgo	Supplemental	709,003.00	655,680.48

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	16,353,623.00	10,757,152.03
Goal 2	2,305,090.00	1,972,475.00
Goal 3	3,888,519.00	3,207,112.58
Goal 4	8,128,603.00	7,617,804.00
Goal 5	306,779.00	245,648.00
Goal 6	8,244,289.00	7,499,967.00
Goal 7	731,271.00	578,838.60

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,734,763.00	\$8,556,863.00
Distance Learning Program	\$7,200,037.00	\$9,295,238.00
Pupil Learning Loss	\$1,382,666.00	\$1,356,870.00
Additional Actions and Plan Requirements	\$331,954.00	\$537,803.00
All Expenditures in Learning Continuity and Attendance Plan	\$12,649,420.00	\$19,746,774.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,201,763.00	\$5,810,353.00
Distance Learning Program	\$494,256.00	\$1,222,712.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$21,984.00	\$32,358.00
All Expenditures in Learning Continuity and Attendance Plan	\$3,718,003.00	\$7,065,423.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$533,000.00	\$2,746,510.00
Distance Learning Program	\$6,705,781.00	\$8,072,526.00
Pupil Learning Loss	\$1,382,666.00	\$1,356,870.00
Additional Actions and Plan Requirements	\$309,970.00	\$505,445.00
All Expenditures in Learning Continuity and Attendance Plan	\$8,931,417.00	\$12,681,351.00



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange Unified School District	Dr. Gunn Marie Hansen Superintendent	superintendent@orangeusd.org (714) 628-4487

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Orange Unified School District (OUSD) is an urban district in Orange County with a PK-12 student population of 25,083. We have 42 educational sites and serve a student population that is 57.8% Hispanic, 25.5% White, 9.3% Asian, 1.8% Filipino, and 1.2% African-American. 21.8% of our students are English Language Learners, 48.1% are eligible for free and reduced lunch, .5% are foster youth, 1% are homeless and 12.6% are students with disabilities. Our unduplicated students represent 48.8% of our population. Our parents have a range of educational options from pre-school (state and parent paid), Transitional Kindergarten, K-6, middle schools, a K-8 magnet school, and alternative and comprehensive high schools. We also offer dual-language programs in Mandarin/English and Spanish/English. One elementary school offers an immersion program in Spanish/Computer Science/English and the other one is an Apple Distinguished School. OUSD has thriving collaborative partnerships with such outstanding colleges and universities as Chapman University, Cal State Fullerton, and Santiago Canyon College. The District offers award winning programs, including two Golden Bell Awards from the California School Board Association, one National Blue Ribbon School from the U.S. Department of Education, one Apple Distinguished School, one Model Continuation High School, two National Forum Schools to Watch, two California Civic Learning Awards of Distinction, one National PTA School of Excellence Award, nine Title I Academic Achievement Award schools, one AVID National Demonstration High School, one AVID Elementary Showcase School, 25 Gold Ribbon and 23 Distinguished School Awards from the California Department of Education. Our K-8 STEM magnet school was named a Project Lead the Way Model School in 2018 and 2019, and we have four elementary schools that earned the Civic Learning Award of Merit. As evidenced by our numerous recognitions, OUSD demonstrates our ongoing commitment to our vision of inspiring our learners of today to be purposeful leaders of tomorrow, through a lens on integrity, respect, excellence and equity as our core values.

The Local Control and Accountability Plan (LCAP) serves as an equity plan for Orange Unified, principally directed at unduplicated students which are defined as English learners, low income and foster youth. We continually enhance our efforts so that our students are able to reach their full potential. The LCAP supports the district mission or intention, that in partnership with our community, we will provide a safe, equitable and innovative culture of learning for each scholar to have a competitive EDGE as a leader. All goals and actions are established through the lens of the impact on the achievement of our unduplicated students (EL, LI, and FY). We established our goals to mirror our Board of Education's strategic plan that centers around four areas: excellence in academics and leadership, dedicated and engaged communication, genuine wellness and safety and efficient utilization of fiscal capital which in short we label the EDGE. The LCAP is reviewed and revised yearly based on stakeholder feedback to increase or improve actions and services for EL, LI and FY students as well as overall student outcomes. This allows for more precision in the actions and services offered through a cycle of continuous improvement. Orange Unified is committed to supporting the students we serve, and our LCAP allows us to enhance and expand programs to fully meet our diverse population of students' needs.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Orange Unified School District is committed to providing rigorous and engaging education to all students to lead them to college, career and life readiness.

The results from the annual survey to parents, students and staff and focus groups from all schools and district committees indicated that updated technology and access to the internet was a priority. To address this, OUSD issued 15,817 laptops, Chromebooks and iPads to students in the 2019/20 school year. Additionally, 1,744 hotspots were distributed to allow connectivity to students in need. To provide support for the devices, the information technology department added "office hours" to accommodate students and staff. Non-English speaking parents and students were able to address concerns with bilingual staff to eliminate any gap in receiving and operating the devices. Foster and homeless youth continued to be supported with technology through the Office of School and Community Services.

To support parents and families, OUSD successfully updated its webpage to be more user friendly and to facilitate access to valuable academic and non-academic resources provided by the district and community. Several series of parent education workshops were provided virtually in both English and Spanish in a myriad of topics including navigating the website, distance learning, community resources, and social emotional well being provided by multiple departments. These were archived on the website to allow families flexibility in watching at convenient times. District Advisory Committee (DAC), District English Learner Advisory Council (DELAC) and other advisory and stakeholder groups will be consulted to solicit topics of interest for the coming year. OUSD will develop workshops and work in conjunction with outside consultants to provide sessions (either in person or virtually or both) at different times to meet the needs of all parents and community members.

As an additional support to our community, a weekly Superintendent message is sent out electronically to all families with pertinent and current events and messages with links for parents to connect to resources, surveys and additional information. According to our stakeholder input, this has been a successful step in transparency and increased communication.

Orange Unified increased its commitment to social emotional wellness by continuing to provide counseling services at all sites. This remained a priority as evidenced by the annual LCAP survey, as well as, focus groups for parents and students. Added emphasis from both the Offices of School and Community Services and Curriculum produced additional content directed at supporting the mental wellness and social- emotional (SEL) needs of students. Nearpod has an SEL program for students K-12 and was implemented by giving all teachers a license for the program as well as a pacing guide created by our counselors. Many of our elementary teachers are using Nearpod to connect with their students and to provide SEL curriculum, and middle schools are incorporating Nearpod in their PE classes. In addition, the district is collaborating with a partner to provide intern counselors to provide additional counseling support to students K-12 moving forward.

Although social distancing and remote learning have been challenging, the mentor program for foster and homeless student has continued. Mentors have come up with creative ways to connect with students to ensure on-going communication. School and Community Services has organized small group collaboratives called Mini Meets with site administrators to help guide implementation plans for SEL. In addition, OUSD has established a new website for everything counseling. Each secondary school site has a wellness component or separate page on

their school's website. The elementary counselors have created their own site that is found on the main website. We continue to contract with Care Solace as a hand-off referral service for families.

The 2020 CCI report indicated that 40.6% of Socioeconomically Disadvantaged students, 3.4% of English Learners and .3% of foster youth were prepared compared to 39.2%, 2.6% and .2% respectively on the 2019 CCI report. Although the growth was small, the 2019/20 school year brought many challenges beginning in March, 2020 due to the Covid19 pandemic. OUSD considers the increase across all three groups a success and plans to maintain the trend by including actions in the LCAP that support academic growth through teacher professional development, student access to intervention, and progress monitoring systems established to ensure all students are on track for graduation. Orange Unified boasts a graduation rate of 93.8%, higher than the State average of 86.6%. 3,775 students enrolled in CTE courses and 850 completed a Career Technical Education Pathway out of the 26 we offer districtwide. 61.2% of the students taking Advanced Placement exams earned a 3 or higher in Math, English Language Arts, Science, Social Science, Computer Science, Art and/or World Languages. Orange Unified is building a strong foundation for measuring college and career readiness. Most recent California Dashboard (2018) indicated 57.29% of students meeting or exceeding standards in ELA and 43.74% of students meeting or exceeding standards in Mathematics (compared to 54% and 42% respectively in California).

To support our foster youth students, the Office of Student and Community Services provides outreach through Foster Connections. This program supports foster youth guardians on how to navigate the school system and provides resources like school supplies, technology and counseling so that these students can succeed in school. Meetings continued to be held virtually so that all those supporting our foster youth could remain connected even when in-person gatherings were prohibited. Mentors will continue to meet with foster youth in-person and virtually so that these students have an additional adult to support them as they progress in school.

Meeting the needs of our English Language learners in the 2019/20 school year became a greater challenge when the district shifted to remote learning in the spring of 2020. Many of our English Language Learner families were at home without the ability or resources to communicate with the students' teacher or school. As district support, we looked within and quickly found communication solutions. We involved many classified staff members that spoke various languages that could support our students and their families communicate their needs with our sites. Community Liaisons played a vital role in communicating concerns from the teacher to the parent and the parent to the teacher. A primary function of the Community Liaisons and the Teacher On Special Assignment (TOSA) for Family Engagement is to assist in solutions such as securing daily meal deliveries, accessing technology and navigating virtual platforms such as Google Classroom and Class DoJo so that students can participate in daily lessons. As we moved into the 2020/21 school year, we realized that the parents and families needed support to access technology as well, not just the students. We purchased iPads and launched a parent iPad academy with some of our DELAC parents, with the focus of module based learning. Each module focuses on a specific knowledge base surrounding educational technology. For example, we first show parents how to access and download apps such as Aeries, Google and Microsoft Teams. One of our modules spends time utilizing the Rosetta Stone digital educational system so that our parents have access to learn and practice English. The last module asks that they attend a district or school site meeting virtually using either Zoom, Google Meet or Microsoft Teams. OUSD plans to expand this parent academy by increasing the number of Rosetta Stone licenses available and adding new modules.

In the 2020/21 school year, we achieved a 16% reclassification rate with our English Learners. This is a proud accomplishment for OUSD, particularly for our Middle and High school students where we continue to address the long term English learner (LTEL) needs. With a deeper focus on individual learners this year, our middle school and high schools saw larger amounts of reclassification, as compared to the

past two academic years. Looking ahead, we plan to continue with the intensive focus to provide specific supports for English Learners to support them in their efforts to reclassify.

Although there is no ELPAC data available for the 2019/20 school year, actions from the LCAP continue based upon the 2018/19 ELPAC data that showed 37.6% of our English Language learners demonstrating well-developed skills and 35.9% of our English Language learners demonstrating moderately developed skills in English Language proficiency. There are a wide variety of educational programs offered in Orange Unified such as: Early Learning programs (preschool, Transitional Kindergarten (TK) and Expanded Transitional Kindergarten (ETK), Gifted and Talented Education, K-12 Dual Language Immersion, Expanded Learning through our afterschool care (CARES) or After School Education and Safety Program (ASES), AVID K-12, Advanced Placement (AP), International Baccalaureate (IB), STEAM, multiple CTE Pathways, on-line learning, and dual/concurrent enrollment with Santiago Community College. Educating the whole child remains a priority in OUSD. Social emotional components are evident at all schools, and our district has made an outstanding commitment to meeting the needs of all students through Multi-tiered System of Supports (MTSS). Counseling services continue in K-12 with a focus on our most vulnerable student populations. Organized athletic activities offered in secondary, as well as the arts and music, are offered K-12. All these actions and services are courtesy of the supplemental funding Orange Unified receives.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our annual survey of parents, students and staff and focus groups at most of our schools and at district level indicated that social emotional well-being and support needs to be a continual focus in Orange Unified. To address this identified need, will be focusing on suicide prevention and have purchased curriculum to pilot in the 2020/21 school year. If the results of the pilot are favorable, OUSD will purchase the curriculum for additional schools. Ongoing professional learning in this area will continue to be provided for counselors, psychologists and administrators. Counseling services are an identified priority as well on both the annual survey and in focus groups. OUSD will continue to prioritize funding in the LCAP as well with other funds to continue to provide counselors at all levels, including at the elementary sites.

Our graduation rate declined slightly from 94.9% in 2019 to 93.8% in 2020, however, OUSD is still far above the State average of 86.6%. To address this, secondary schools have been monitoring D and F rates closely and providing appropriate intervention with special close attention to English learner, foster youth and homeless students. The decline could have been associated with school closures and subsequent distance learning. We have also designed software to track students by subgroup to see if they are on track for graduation so that we can intervene earlier. OUSD has been extremely proactive in returning students to in-person instruction. Thus, we anticipate graduation rates to increase for 2021. Chronic Absenteeism continues to be a challenge for OUSD. A student is classified as chronically absent when he is absent for 10% or more days per school year despite the reason. To improve in this area, the district continues to continue to work on our outreach methods and provide community resources to families to ensure there are no barriers to students actively engaging in their education. We also utilize the same aforementioned software that is also able to provide progress monitoring on attendance so that school sites can intervene and create plans for success for these students. The Office of School and Community Services also conducts home visits to better understand why a student is not attending school, either in-person or on-line and when necessary, they connect the student and/or their family to vital resources as needed.

When looking closely at our local indicators at the domains of language, we have identified the need for literacy improvement for our English Learners. Many of our ELs speak fluently and listen to grade level text, but they struggle with reading academic content vocabulary. In response to this, we are developing more acutely defined instructional strategies to be utilized for Tier 1, 2 and 3 learning. Classroom teachers will be trained and supported through professional development and 1:1 coaching on the implementation of these research based practices. School sites will be working closely with English Learner Instructional Specialists to develop plans of action to support long term English learners with their English acquisition, academic success and, ultimately lead them towards reclassification as they emerge into a bilingual/biliterate student.

The Accountability, Equity and School Support office plans to expand on parent education utilizing technology modules. The annual survey and focus groups continue to express a desire for additional workshops and resources for parents and families. To accommodate this, the Teacher on Special Assignment (TOSA) for Parent and Family Engagement will work closely with Community Liaisons to determine specific topics and interests of parents. The TOSA will also solicit DAC and DELAC parents to capture more specific feedback on what support is needed. OUSD will develop its own trainings and workshops, as well as, contract with outside agencies to provide reliable, informative sessions for parents both virtually, and in-person. Sessions will continue to be archived on the OUSD website.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Orange Unified School District continues to support the success of all students and provides targeted services to English Learners, Low-Income and Foster Youth. We are committed to providing rigorous and engaging education to all students to lead them to college, career and life readiness. As we look ahead to the 2021-2022 school year, we have identified four main areas based on our needs as a district. They are:

- *student achievement and addressing potential learning loss due to Covid 19
- *parent and family engagement
- *social emotional wellness with an emphasis to continue to refine and expand our multi-tiered systems of support
- *maintaining/increasing current enrollment

In 2019, OUSD, in collaboration with many different stakeholder groups, created the Orange Unified EDGE, the district strategic plan for 2019-2025. This strategic plan condensed the seven goals for the 2017-2020 LCAP into four focus areas, grounded in the core values of Integrity, Equity, Respect and Excellence. The four focus areas of Excellence in Academics and Leadership, Dedicated and Engaged Communication, Genuine Wellness and Safety and Efficient Utilization of Fiscal Capital were developed to give our students the "EDGE" to succeed in college and career. This plan serves as the vision and roadmap to guide the district in achieving its goals and objectives through 2025. Aligning the new LCAP to the strategic plan was a major transition, but necessary, if OUSD was to remain consistent with the new vision and transparent to the public. As we prepared for the new LCAP template, we knew to build coherence, we must mirror our Board's vision and strategic objectives in our new LCAP.

The 2021-2024 LCAP includes several features that are designed to maximize the efficiency and transparency of our plan. We condensed seven goals into four and reviewed each of the actions to measure whether or not they were relevant and effective as expected. We examined if each action thoroughly considered the needs of unduplicated pupils and its impact on measurable outcomes. As we analyzed the limited data provided in the California School Dashboard as well as other local indicators, we realized that there was an opportunity to combine and refine a number of actions within our plan that would maximize the efficiency of implementation throughout the school year through ongoing monitoring for improvement. Moving out of the 2019-21 pandemic years, there was an opportunity to focus on our student's academic growth including addressing a potential for learning loss, and provide strategic assistance to specific student groups in need. By continuing to align expenditures based on our District's core program, we were able to consolidate and/or revise some actions that we expect will lead to a more focused and precise plan, adding to the transparency of the document for our families and community members. The LCAP features increased academic support and additional opportunities for our students to receive a well-rounded education with a strong early literacy program. Maintaining services for our homeless and foster youth is a priority in order to provide a comprehensive support system to ensure stability and academic success for the student and family (Actions 1.14, 3.3, 3.4).

Goal 1 focuses on creating and establishing equitable systems in order to improve student outcomes. Our homeless students, those with special needs, English learners, low income and foster youth are the most vulnerable of our students and require additional supports to improve overall achievement. Thus, the actions in Goal 1 principally support these students so that they can be prepared for college, career and life. We reflected on each of the actions in our previous LCAP to evaluate relevancy and effectiveness for our different groups of learners. This resulted in newly constructed actions that better explain our plan for professional learning that supports English Language Development for English learners as they work towards proficiency and mastery of content (Actions 1.1, 1.2, 1.4, 1.5, 1.7 and 1.12). Professional learning offered by English Learner Instructional Specialists and outside consultants also supports students redesignated as fluent in English, and considered bilingual /biliterate, by teaching and refining strategies that continue to expand the language skills of these learners. Actions that address the inclusion of software and technology have been included to address the need for additional supplemental supports for ELs and our redesignated students (Action 1.3). Action 1.5 was added as the need for professional learning, specifically addressing cultural relevancy, has grown tremendously. Career Technical Education was specifically addressed in Actions 1.8 and 1.19 since pathways have become such an integral part of the educational experience throughout OUSD with a total of 26 pathways available to students. Opportunities for advanced learners, AVID, VAPA, STEM, Advanced Placement, International Baccalaureate programs, Dual Language and CTE were included in Actions 1.9, 1.17 and 1.18 to support college and career preparedness for all students, but primarily to secure equity for unduplicated pupils. OUSD is committed to utilizing a Multi-Tiered System of Supports (MTSS) that includes research based best practices, differentiated learning supports, and universal screenings and progress monitoring to ensure acquisition of state academic content standards for all students, including English learners, low-socioeconomic, and foster youth (Action 1.11). Action 1.13 was added to support Early Learning programs that support our youngest students, especially our English learners, foster youth and low-income children, to build a strong foundation for school. The support from Student and Community Services is represented in Actions 1.14, 1.15, and 1.16 to demonstrate OUSD's commitment to foster youth and encouraging engagement with school for all students. These actions provide increased opportunities for connectedness that may not occur otherwise. New for the 2021-2022 school year, in line with the California Department of Education's Global 2030 Initiative, OUSD will implement primary language testing at three elementary sites. The purpose of this is to assess primary language proficiency in Transitional Kindergarten and Kindergarten students to better support English academic language acquisition from a very early age (Action 1.26). The International Baccalaureate program at Running Springs Elementary will begin its third year in 2021. By learning through inquiry and reflecting on their own learning, students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, communities, and

beyond. The goal is for Running Springs Elementary to become an IB World School in 2021/22 to strengthen the pathway already in place at Canyon High School (Action 1.17).

Goal 2 includes actions that support effective and timely communication to form trusting relationships and partnerships with our community. Action 2.1 describes the Teacher on Special Assignment (TOSA) who supports parent and family engagement through resources, software, trainings, workshops, and conferences. This action was present in our previous LCAP and remains a priority to promote equity for EL, low income and foster youth. The LCAP survey furnishes much needed stakeholder input on actions that parents, students, community and staff feel are priorities. Action 2.2 addresses the survey and includes consultant fees, software and additional resources that assist in the development of the survey and disaggregation of the data collected. Translation and interpretation is offered to meet the needs of our non-English speaking parents and remains a priority in the 2021 LCAP (Action 2.3). Action 2.4 highlights the School Messenger system that is used by schools and the district to share valuable information with students and families. The 2021 LCAP includes the Parent iPad Academy, a new program to support families with applications using an iPad. This program will grant parents access to apps and resources that will allow them to better contribute to their child's learning (Action 2.5).

Student wellness and safety remains a top priority for Orange Unified. Goal 3 encompasses actions that support attendance, address barriers to engagement, enhance safety protocols and provide social emotional supports. In order to gauge students' perception regarding school connectedness and climate, Action 3.1 is included. It describes the climate survey given to 6th, 8th and 10th graders to provide valuable information on how students feel about the safety of the school campus, relationships with staff and peers, and opportunities to feel successful. OUSD is proud to continue to include in its LCAP, actions that identify the Multi-Tiered System of Support (MTSS) (Action 1.11, 3.2). Action 3.2 describes Collaborative Academic Support Teams (CAST) and the process used to monitor student progress, address student needs and provide interventions for those struggling academically, behaviorally and/or social-emotionally. CAST is a preventative measure that largely supports disadvantaged students, English learners, low income and foster youth. We acknowledge the challenges that foster youth face, so a Coordinator is included in Goal 3 (Action 3.3) to meet with parents and school teams to put interventions in place that ensure equity and access. The Coordinator also organizes mentor programs that focus on academic and social engagement and tutoring (Action 3.4). This is particularly critical for at-risk students receiving D's and F's who need additional support to improve. Mental health support is a priority for all stakeholders. Thus, school psychologists are represented in the LCAP in Action 3.7. These health professionals primarily support at-risk students and oversee mental health counselors supporting school sites. Finally, Action 3.8 addresses the development and implementation of safety protocols with a multi-department approach to increase safe online practices by teachers and students to protect data privacy. Digital citizenship, cyber security training for staff, and installation of security cameras all serve to protect student data and decrease cyber bullying. Student and Community Services (SCS) also implements professional learning on safe schools, threat assessment, chronic absenteeism and alternatives for suspension for school personnel (Action 3.5).

Maintaining high quality educational programs supported by safe and efficient management is the focus in Goal 4. This goal also addresses the importance of community outreach and sustainable partnerships that enhance support for student achievement. The purchase of textbooks and instructional materials aligned with California's academic and performance state standards, additional intervention and dual immersion materials, CTE materials and consumable replacement materials is included to ensure equitable access for all students (Action 4.3). To ensure that the services meant for English learners, foster youth and low income students are provided seamlessly, the Office of Curriculum uses LCAP funds to support additional administrative staff for a variety of programs such as CTE (Action 4.6). To address common trends from stakeholders for facility improvements in both the LCAP survey and in focus groups, a small amount of LCAP funds is

allocated in Action 4.4 for facility and maintenance needs at various sites. These are determined by analyzing the Facilities Inspection Tool (FIT) that is completed annually. These projects are small in nature and are not part of major construction. To continue to support our low income, foster youth and English learner families, the Office of Student and Community Services communicates and provides outreach on the importance of school attendance and the effects of chronic absenteeism on student achievement (Action 4.5).

OUSD continues to promote a well-rounded education through programs such as robotics, art, music and athletics. Although this plan continues to sustain the course that was set in the previous LCAP, we have enhanced actions to reflect the voice of our stakeholders. These groups, which include our students, teachers, families, community members, and bargaining units shared the areas that were most important: College and Career preparedness (Action 1.9), maintaining Visual and Performing Arts (VAPA) (Action 1.17), increasing counseling services, and providing more social-emotional support (Action 3.6). In line with the California Department of Education's Global 2030 Initiative, OUSD continues to offer expanded language learning programs. In addition to the popular Spanish Dual Immersion program at California Elementary and Mandarin Dual Immersion program at Fletcher Elementary, the Dual Immersion program targeting coding along with Spanish will expand from its inception in 2019. Additionally, a Dual Immersion CTE pathway in Mandarin and International Business is available at Villa Park High School (Action 1.18).

Providing an environment where our students feel welcomed, valued and can thrive is a highlight for our Orange Unified schools. Although Chronic Absenteeism remains a challenge, we continue to work on our outreach methods and provide community resources to families to ensure there are no barriers to students actively engaging in their education (Action 3.9, 3.10, 4.5). We are proud of our low suspension and expulsion rates and expect to continue to lower them. We will be working to establish a systematic matrix of tiered supports to work on all of these areas with our students and staff (Action 1.11). We also gather feedback via surveys such as the Each Mind Matters Survey, as well as, our own LCAP survey that provides feedback on implementation of safety protocols and sense of security on our campuses (Action 2.2, 3.1).

For many years, we have been committed to providing high quality training for cultural relevancy for our employees (Action 1.5, 3.9, 3.11). We have been offering the training annually and, in light of current events in our society, we will continue with the campaign to ensure our employees have on-going access to cultural relevancy training. Due to the pandemic, an increased urgency to implement more social emotional supports in our schools was highly evident. We have partnered with Nearpod to provide ongoing lessons in social emotional learning that can be delivered by teachers weekly to provide additional supports to our students (Action 1.1).

We continue to provide a College Board Day to all of our high school students so that they can take the SAT or PSAT free of charge. By offering this, we provide equity for all students who may not have had the opportunity otherwise. After completing the exams, we see many students realizing that they can apply for college and are actually making plans to do so. We also place a strong emphasis in maintaining access and equity with our Advanced Placement programs, and we are steadily increasing enrollment and participation on the AP exams (Action 1.17). We are also very proud of our Career Technical Education pathways offered in secondary where we continue to increase participation and pathway completers each year. We place a significant emphasis in preparing our students for successful college and career futures by providing AVID (Advancement Via Individual Determination) at all schools throughout the district (Action 1.19). OUSD is proud to have an AVID Elementary Showcase School, as well as, certified National AVID demonstration high school.

Our technology department offers an extensive menu of opportunities for our teachers to receive professional learning in all types of technology including iPads, Chromebooks, drones, and Ozobots (Action 1.25). Our teachers have access to software to utilize all levels of technology. There is an on-going emphasis and support by our Educational Services division to support our school sites in establishing and refining existing STEAM labs, makerspaces and robotics programs across the district, through targeted professional learning, collaboration and resources. Orange Unified now has a dual language and computer science elementary school to embrace technology to the fullest (Action 1.9, 1.12, 1.17, 1.18, 1.23). Our engaging programs, actions and services support learning opportunities through a Multi-tiered System of Supports (MTSS), increasing access and equity in student participation targeting low income, English Learners and foster youth (Action 1.11) The Office of Innovation and Excellence is partnering through a grant with Verizon to provide two coaches to serve at two of our middle schools with a high number of low-income students in supporting 1:1 technology integration of LTE enabled devices for every staff and student. During the two years of the grant, the coaches will assist the instructional staff in raising the quality of instruction using the latest technology in the classrooms (Action 1.27).

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

None of the schools in OUSD were identified for Comprehensive Support and Improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Each school year, Orange Unified School District continues to improve the process for engaging stakeholders in the development of the Local Control Accountability Plan (LCAP). This begins at the onset of the school year, and concludes with the presentation to the Board of Education. Our district consults with stakeholder groups that include: students, teachers, principals, other school personnel, local bargaining units, parents, community members and other advisory groups such as District Advisory Committee, the District English Learner Advisory Committee, the Superintendent's Forum, Curriculum Council, Educational Technology Advisory Council, Foster Connections and GATE Community Advisory Committee. Each group brings richness to the conversation and contributes to the development of a meaningful plan, that represents the services and programs primarily for our English Learners, Low-Income and Foster Youth students.

The 2021-22 LCAP engagement process began differently due to the Covid 19 pandemic. Instead of conducting the annual survey from September through December, we began the year seeking input on the current hybrid model of instruction, with some students returning to school in person, while others elected to continue with distance learning. It was important to gather feedback to continue to refine our reimagining schools plan to provide the best possible combination of synchronous and asynchronous instruction. After thoughtful review of the 2019/20 survey, questions were revised to reflect the more current educational environment. In December, 2020, emails and announcements at staff and parent virtual stakeholder meetings were made to provide direction to access the annual survey online. Additionally, information was posted on the OUSD website and on social media to inform stakeholders regarding the survey. Phone messaging was also used to reach stakeholders. The survey was posted on the OUSD web page, promoted in administrative and parent meetings, via social media and phone messaging and was published in English, Spanish and Vietnamese. Our students in grades 5 through 12 accessed the survey digitally on the MyOUSD Dashboard. The format personalizes questions based on the grade span of the student. Our Accountability, Equity and School Support Department provided sites with weekly updates on number of respondents to the survey to help administrators monitor and promote the survey. Principals were challenged to encourage participation from all stakeholder groups.

Opportunities for "virtual face to face" interactions took place throughout the year both at the school site and at the district level. Each school site conducted at least one focus group discussion to dialogue around the current programs and services offered. This two-way communication proved a valuable asset not only in LCAP planning, but also in providing principals with valuable information to inform School Plans for Student Achievement. A district focus group comprised of parents from various schools and community organizations was conducted to contribute additional perspective and insight into programs and practices. These collaborations were essential in gathering information pertaining to the district as a whole. The District Advisory Committee, District English Learner Advisory Council, and Special Education Community Advisory Committee were invaluable in ensuring that our LCAP is reflective of our district vision for our educational programs and representative of the needs of our significant subgroups.

The Superintendent and the Executive Director of Accountability, Equity and School Support presented the draft of the LCAP to the District Advisory Committee (DAC) on May 12, 2021. The presentation encompassed the LCAP process, fiscal updates, stakeholder feedback with emerging themes based on the feedback of stakeholder groups, and an opportunity for stakeholders to provide written feedback regarding the 2021-22 LCAP draft. A copy of the 2021-22 LCAP draft was disseminated to the committee members for their review. They were then

given opportunities to write questions and comments to the Superintendent regarding the LCAP draft at a DAC and DELAC meeting. The Superintendent responded to all of the questions posed by the stakeholders in writing. The document with answered questions and comments was translated and uploaded to our OUSD website for our District English Learner Advisory Committee. The public hearing date for the 2021-2022 LCAP was May 20, 2021 with local board approval on June 3, 2021.

A list of committees and meeting dates for LCAP discussion is as follows:

Curriculum Council:
September 29, 2020
October 27, 2020
November 17, 2020
January 26, 2021
February 23, 2021
April 27, 2021
May 25, 2021

Regular LCAP updates were provided to the Council by our Assistant Superintendent of Educational Services at the beginning of each meeting. The Council provided ongoing input in the areas of curriculum and professional development.

District Advisory Committee (DAC):
August 26, 2020
October 21, 2020
January 25, 2021
March 17, 2021
May 12, 2021

District English Language Advisory Committee (DELAC):
August 27, 2020
October 1, 2020
December 3, 2020
February 18, 2021
April 8, 2021
May 4, 2021 (Review of LCAP draft)
May 20, 2021

Educational Technology Advisory Committee (ETAC):
November 12, 2020

January 21, 2021

April 29, 2021

Foster Connections (Foster Youth):

September 11, 2020

October 8, 2020

November 6, 2020

December 11, 2020

February 4, 2021

March 3, 2021

April 22, 2021

May 7, 2021

Gifted and Talented Education (GATE) Community Advisory Committee:

October 5, 2020

December 7, 2020

March 16, 2021

May 17, 2021

Regular LCAP updates were provided to the GATE CAC and input was solicited in the areas of curriculum, instruction, assessment, and teacher preparation.

Special Education Community Advisory Committee (CAC):

September 22, 2020

November 17, 2020

February 23, 2021

May 18, 2021

Superintendent's Forum (OUSD Staff only):

September 2, 2020

October 7, 2020

November 4, 2020

February 3, 2021

March 3, 2021

May 5, 2021

Meeting with Collective Bargaining Units:

OUEA-May 11, 2021

CSEA-May 11, 2021

Educational Services Meetings (OUSD District Staff only):

August 10, 2020
August 31, 2020
October 5, 2020
November 2, 2020
December 7, 2020
January 25, 2021
February 26, 2021
March 15, 2021
April 19, 2021
May 10, 2021
June 7, 2021
June 21, 2021

SELPA (Special Education Local Plan Area):

May 5, 2021

A summary of the feedback provided by specific stakeholder groups.

All of the surveys and focus group feedback was analyzed by the Office of Accountability, Equity and School Support to gather information on current programs and future options, observe trends and prioritize input into the development and/or maintenance of actions.

The on-line LCAP survey generated almost 11,000 responses during the four week window. The survey was designed to address the four OUSD Focus Areas: Excellence in Academics and Leadership, Dedicated and Engaged Communication, Genuine Wellness and Safety and Efficient Utilization of Fiscal Capital. School site and district focus groups also contributed feedback in the four areas. A summary for each focus is as follows:

1. Excellence in Academics and Leadership

LCAP Survey: Stakeholders identified teachers effectively using technology as an instructional resource as a strength. Opportunities for students to become confident and respectful communicators, socially responsible and civically minded citizens, and resilient, self-directed problem solvers also stood out as areas of strength across the grade spans. When asked to prioritize activities, parents, students and staff listed access to enrichment activities and college and career preparedness as most important. Parents also listed equitable access to programs and classes as a priority. Staff identified intervention support as being highly important, and students indicated that Visual and Performing Arts (VAPA) opportunities was a priority. Device availability was a definite strength of our technology team, the technology infrastructure that is sufficient to meet instructional needs was identified as the greatest area for improvement.

Focus Groups: Focus groups across all campuses indicated that instructional software and applications, i.e., IXL, iReady and Rosetta Stone, were the biggest strength. Secondly, groups commented that the high caliber of in-person instruction and livestreaming by teachers was a strength. Livestreaming provided flexibility for students who were quarantined that allowed for instruction to continue with limited or no interruption. When asked to identify areas that could be improved upon, focus groups shared that they would like to see more enrichment programs and additional tutoring by teachers. The SELPA through the Special Education Community Advisory Committee (CAC) shared that services provided during the pandemic were a strength and that access to learning via in-person, hybrid and virtual platforms provided the needed flexibility for special needs students to access education and services. They shared the importance of equity and access for students with disabilities as general education students first, with special education as a service provided for these students. The Educational Technology Advisory Council (ETAC) focus group indicated that 76% of students were using the MyOUSD dashboard as a means for logging in. The group did not see this as either a strength nor an area of improvement, but rather a point of reference in which to gauge engagement and gain perspective on the various applications. Connection via Google Classroom was identified as a strength, as it was the leading platform for connection to information and learning. 80% of English Learners were engaged with Nearpod using sentence frames to support language acquisition and development. The District Advisory Committee (DAC) focus group expressed that enrichment activities were important and would like to see more extra curriculars at elementary, middle and high school campuses as an area to improve upon. The District English Language Advisory Committee (DELAC) focus group felt that strong academic programs both in-person and through distance learning was a strength, especially at the elementary level. As an area for improvement, they would like to see more after school tutoring available for students. The Curriculum/GATE focus group expressed that teachers in the magnet program have been creative in challenging GATE students and maintaining high expectations and are pleased that students have the ability to use Accelerated Math in the virtual format. This focus group stated that an area for improvement is the International Baccalaureate Program at the high school level to be more consistent with other programs throughout the nation. High quality teachers and instructional aides who are passionate about working with young children was a strength from the Early Learning focus group. They also indicated that the Connect4Learning Curriculum and social/emotional skills taught at such a young age was a strength. They would like to see additional preschool opportunities on more campuses and more integration of preschool with the other grade levels.

2. Dedicated and Engaged Communication

LCAP Survey: Effective school communication with parents/families about grades, assignments and students' academic performance was an overall strength for Focus 2. Results showed that parents felt they were given enough information to participate in school surveys, support their child(ren) in attending school regularly and ensuring their child's safety when online and/or using technology. Staff had a similar response, but also indicated that parents are given adequate information to provide academic/homework help. Students were not given this prompt on their survey. As for the greatest area for improvement, 78% of parents and 84% of staff indicated that the school informs parents of ways they can be involved. These percentages were not excessively low, but below the 90% threshold that the Office of Accountability used as a benchmark.

Focus Groups: Home to school communication, i.e., flyers/emails/phone calls/newsletters was considered the greatest strength by focus groups across the district. Second to this, Class Dojo, See Saw, Bloomz, Learning Genie and Remind were seen as strengths in communicating with parents and students. Stakeholders included the newsletter written by the Superintendent and teacher office hours as additional strengths in OUSD. Areas identified as in need of improvement were parent education on how to engage online students and additional technology training, outreach at sites with resources for parents, and opportunities for participation. DAC identified OUSD's commitment to communication as a strength, but suggested educating parents on different social media platforms and the various

applications that students use in the classroom as a way to improve the level of parent engagement. DELAC shared that engagement opportunities for parents of English Language learners is a strength and would like to see continued workshops on topics such as social emotional well-being, college preparedness and school safety, particularly as it relates to digital and/or cyber platforms. DELAC also stated the consistent translation of materials and interpretation at meetings was a strength across the district. However, they reported that the increased number of surveys during the 2020/21 school year was a challenge. The Curriculum/GATE focus group specifically listed the communication regarding re-opening schools from both the district office and sites as a strength, but suggested better communication regarding the International Baccalaureate program. Early Learning focus groups praised the use of Learning Genie as a method of two-way communication, but listed additional training on how best to utilize it as an area of improvement.

3. Genuine Wellness and Safety

LCAP Survey: Safety has been a top priority for many years in Orange Unified, so seeing it as a strength on the survey served to validate the on-going efforts. 93% of parents and 94% of staff indicated that students feel safe at school and on line. Opportunities to participate in Science/Technology/Engineering/Arts/Math (STEAM), Visual and Performing Arts (VAPA), Advancement via Individual Determination (AVID) and activities/clubs/leadership/ASB were identified by all stakeholder groups. For stakeholders at the high school level, encouragement to participate in AP/IB, SAT/PSAT, CTE courses, and A-G courses was considered a strength. As for an area for improvement, making sure students feel safe, particularly on-line during this time, is essential. 84% of students felt safe at school or on-line, thus, falling below the 90% we would like to see. Consistent enforcement of discipline policies was also listed as in need of improvement. 54% of students agreed that policies are enforced on a consistent basis, standing out as an area requiring additional focus.

Focus Groups: Focus groups across the district shared that OUSD's protocols and procedures pertaining to COVID 19 were a strength. They identified things such as attention to social distancing, availability for testing (secondary) and adequate PPE as examples of how the district was keeping students safe and healthy. For example, the Curriculum/GATE focus group expressed satisfaction with the flexible options (in-person, hybrid, distance) for returning to school and the creativity of each site in creating a "normal" environment with fun and structured activities. Early Learning groups listed safety measures such as increased custodial cleaning, automatic soap and sanitizer dispensers and extra PPE as areas that are going well. Addressing wellness was a second strength, i.e., using Nearpod for social emotional learning and other strategies to support students, families and staff during the pandemic. Counseling support services and meeting more students' needs completed the list of strengths common across the district. Focus groups collectively commented on the need for more counseling support, more physical activity (due to restrictions from COVID 19) and additional social emotional learning options to promote wellness for students. DELAC identified the numerous parent workshops related to social emotional well being as a strength and the high caliber of presentations that offered extensive information to support young children and teens. DAC offered suggestions in areas that could be improved upon: the need for additional professional development for teachers and staff on student wellness, updating curriculum to include more comprehensive ethnic studies, lowering counselor to student ratio, and smaller class sizes to allow for teachers to focus more on student needs. They also suggested student wellness centers to provide a place on campus for students to go if they need help or a more calm, relaxed environment. Our Special Education Community Advisory Committee added that inclusion of special education students is always an area that could be improved upon, but shared that many resources have been available that support students with special needs like virtual Speech and Language.

4. Efficient Utilization of Fiscal Capital

LCAP Survey: Maintenance of school buildings, classrooms and grounds was a strength in Focus Area 4. When prompted about how well certain resources help students plan for college and/or career, parents indicated that meeting with a counselor was most effective. Students replied that classes that offer real life experiences were a top priority. After these highest ranked resources, parents and students listed college workshops and financial aid/scholarships as helpful in the preparation for college. Parents indicated that internships were the least helpful in the preparation, while students indicated that meeting with the academic counselor was the least helpful of all listed resources. The area that stood out as needing improvement was facilities equipped with up to date technology. 71% of parents, 69% of staff and 68% of students felt that our current facilities have the most up to date technology available.

Focus Groups: 1:1 ratio of devices was an overwhelming strength. Also shared by focus groups was the distribution of hot spots to families with no/limited access to wifi. DELAC focus group members shared appreciation for the devices and the support received through the district "helpdesk" designed to trouble shoot issues for students and families to make sure every student can access synchronous and asynchronous instruction, applications and learning platforms. School groups commented that spending money in this area to support learning was a strength. Not unexpected, attention to facilities was listed as an area for improvement. Specifically, focus groups commented on the need to improve restrooms, multi-purpose rooms and bleachers. Early Learning also suggested smaller class size as an area of improvement.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

All of the surveys and input from focus groups was analyzed by the Office of Accountability, Equity and School Support and overall trends and summaries were provided to our Educational Services division leadership to determine the continuation of existing services or recommendations for new services. Themes were identified and aligned to the established Orange Unified School District focus areas: Excellence in Academics and Leadership, Dedicated and Engaged Communication, Genuine Wellness and Safety, and Efficient Utilization of Fiscal Capital. Although the California Dashboard was not updated in all areas, it did provide some information to guide the next steps for our District.

As a result of continuous communication with all stakeholder groups: students, parents, District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), Special Education Community Advisory Committee (CAC), Curriculum/Gifted and Talented Education (GATE) Community Advisory Committee, Educational Technology Advisory Committee (ETAC), Foster Connections (Foster Youth), Principals and certificated and classified staff, the following themes of need surfaced:

Focus Area 1: Excellence in Academics and Leadership:

Parents: 1) Access to enrichment activities, 2) College and career preparedness, and 3) Equitable access to programs and classes

Students: 1) Access to enrichment activities, 2) College and career preparedness, and 3) Increase Visual and Performing Arts (VAPA)

Staff: 1) Additional intervention support, 2) Access to enrichment activities, and 3) College and career preparedness

Goal 1 of the LCAP was primarily influenced by the stakeholder input related to Focus Area 1 of the Strategic Plan. Enrichment activities like Lacrosse and middle school athletics continue to be included to address the desire for more afterschool athletics (Actions 1.15, 1.16). Other programs like Advanced Placement (AP), International Baccalaureate (IB) and Dual Immersion (DI) address enrichment during the school day (Action 1.18). The 2021 LCAP continues to prioritize Advancement Via Individual Determination (AVID), Visual and Performing Arts

(VAPA), Science, Technology, Engineering, Math (STEM) and Career Technical Education (CTE) based on priority that stakeholders placed on college and career preparedness (Actions 1.9, 1.23). To address the input from staff, OUSD maintains intervention support for English learners, low income students and foster youth through Instructional Specialists, P21 coaches, professional development, additional sections at the secondary level and supplemental technology and software (Action 1.19).

Focus Area 2: Dedicated and Engaged Communication:

Parents: 1) Parent/family workshops, 2) Establishing partnerships within the community, and 3) Communication with home

Students: 1) Parent/family workshops, 2) Establishing partnerships within the community, and 3) Communication with home

Staff: 1) Parent/family workshops, 2) Establishing partnerships within the community, and 3) Communication with home

The actions in Goal 2 were maintained and developed to promote parent and family engagement, encourage partnerships with the community and maintain consistent, reliable communication between district/school and home. Because parent/family engagement is a top priority for stakeholders, the 2021 LCAP continues to prioritize the position of Teacher on Special Assignment for Parent/Family Engagement (TOSA) (Action 2.1). The TOSA coordinates educational and social emotional workshops, provides resources for parents of low income and English learners and facilitates the District English Language Advisory Committee (DELAC). Communication with home is essential, thus actions continue to support interpretation, translation and other communication methods such as School Messenger (Actions 2.3, 2.4). A dedicated interpreter position has been created beginning in the 2021/22 school year to translate documents and interpret as needed to ensure parents and community have equal access to materials, meetings and presentations (Action 2.6).

Focus Area 3: Genuine Wellness and Safety:

Parents: 1) Student wellness, 2) Anti-bullying, and 3) Safety protocols

Students: 1) Student wellness, 2) Anti-bullying, and 3) Safety protocols

Staff: 1) Student wellness, 2) Anti-bullying, and 3) Attendance policies

The actions in Goal 3 support student engagement and wellness by emphasizing social emotional support and safety measures. Stakeholders agreed that student wellness is a top priority. Thus, actions were included to address Collaborative Academic Support Teams (Action 3.2), a Coordinator to ensure equity and access for foster youth (Action 3.3) and school psychologists for students with at-risk behavior (Action 3.6). Because school safety is also a priority, an action is included that describes the support from the Technology Services department and its efforts in developing safety protocols to increase data privacy. Digital citizenship is included to teach students about internet safety and cyber bullying. Professional development in this area is included in this action to ensure teachers are adequately trained in measures that protect data. OUSD prioritized the inclusion of security cameras and other cybersecurity measures to physically and digitally protect students and property (Action 3.8). School nurses were included in the LCAP (Action 3.12) as they play a critical role in the health and welfare of our students. They also support our most medically fragile with specialized medical procedures and care during school hours.

Focus Area 4: Efficient Utilization of Fiscal Capital:

Parents: 1) Access to technology, 2) Facility improvements, and 3) Facility cleanliness

Students: 1) Access to technology, 2) Facility improvements, and 3) Facility cleanliness

Staff: 1) Access to technology, 2) Facility improvements, and 3) Facility cleanliness

Maintaining high quality programs supported by efficient and safe facilities through strategic fiscal management and the establishment of partnerships is the focus of Goal 4. Appropriate use of spending at the school sites and at the district level has allowed for 1:1 devices at

almost all school sites. Access to technology continues to be a priority reflected in the LCAP survey and in focus groups so it is consistently braided throughout the LCAP (Actions 1.3, 1.21, 1.25, 2.2, 3.8, 4.1 and 4.2). The Office of Accountability, Equity and School Support continually monitors site budgets to support schools with purchasing and implementing new technology. Although the majority of construction occurs through a different source of funding, it is still a priority amongst stakeholders. Therefore, Action 4.4 reflects the Facilities Inspection Tool and subsequent budget for small projects and maintenance. The cleanliness of facilities is included in Action 4.4 as it is also a priority.

Overall themes based on stakeholder input did not vary much from previous years. Consequently, many of the actions in the 2021/22 LCAP remain the same. A continued emphasis to principally support EL, low income and foster youth remains prevalent in this LCAP, although the metrics to measure these actions were augmented to include more local indicators since Dashboard data was limited.

Goals and Actions

Goal

Goal #	Description
1	<p>Orange Unified will promote overall student achievement through cultivating and maintaining a positive school culture, by providing equitable learning experiences and system of support for personal and academic student growth that will prepare them for opportunities in college, career and beyond.</p> <p>State Priorities: Conditions of Learning and Pupil Outcomes) (LCFF Priorities: #2 State Standards, #4 Pupil Achievement, #7 Course Access and #8 Other Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

Through ongoing data analysis throughout the year, in addition to reflection on recent years' data, our students show a need for a continued and deliberate focus on creating and establishing equitable systems to improve student outcomes. Academic data from 18-19 SBAC showed that mathematics was an area of concern across most grade levels and among specific student groups such as our homeless and students with special needs. English Language Arts assessments showed that we had grown prior to the pandemic, but we know our groups such as our students with special needs, English Learners, homeless, economically disadvantaged and foster youth are the most vulnerable and require additional supports to improve overall student outcomes. We also continually reflect on course offerings to ensure access, variety and rigor so that our graduates are well prepared for college and career, yet there are two subgroups that require further support in this arena, English Learners and Foster Youth. An internal equity audit of the master schedule is conducted annually with our schools to ensure all our student groups have equitable access and opportunities to succeed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
**Percentage of students meeting A-G requirements	43.38% of our students met A-G requirements.				47.4% of our students will meet A-G requirements
**Number of students completing a CTE Pathway	850 students have completed a CTE Pathway				929 students will have completed a CTE Pathway
**SBAC/CAA (ELA)	51.10% of students met or exceeded				59.16% of students will meet or exceed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>standards on the English Language Arts SBAC 12.81% of English Learners met or exceeded standards on the ELA SBAC 39.19% of Economically Disadvantaged students met or exceeded 40.81% of Hispanic students met or exceed ELA SBAC</p> <p>15.91% of students met or exceeded standards on the California Alternative Assessment for English Language Arts</p>				<p>standards on the English Language Arts SBAC 17.05% of English Learners will meet or exceed standards on the ELA SBAC 52.16% of Economically Disadvantaged students will meet or exceed standards on the ELA SBAC 54.3% of Hispanic students will meet or exceed standards on the ELA SBAC 21.18% of students will meet or exceed standards on the California Alternative Assessment for English Language Arts</p>
**SBAC/CAA (math)	<p>39.73% of students met or exceeded standards on the Mathematics SBAC 12.58% of English Learners met or exceeded standards on math SBAC 27.48% of Economically Disadvantaged</p>				<p>46% of students will meet or exceed standards on the Mathematics SBAC 16.74% of English Learners will meet or exceed standards on the math SBAC 36.58% of Economically Disadvantaged</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students met or exceeded math SBAC 28.05% of Hispanic students met or exceeded math SBAC</p> <p>9.90% of students met or exceeded standards on the California Alternative Assessment for mathematics</p>				<p>students will meet or exceed standards on the math SBAC 37.35% of Hispanic students will meet or exceed standards on the math SBAC 13.18% of students will meet or exceed standards on the California Alternative Assessment for Mathematics</p>
**Enrollment in a broad course of study (i.e. social science, science, health, PE, VAPA, world language)	Enrollment in a broad course of study is a requirement for graduation in OUSD. Our Graduation rate is at 93.20% Annual audit is conducted to ensure equity in access to courses.				Enrollment in a broad course of study is a requirement for graduation in OUSD. Our goal graduation rate is at 96.20% Annual audit is conducted to ensure equity in access to courses.
**Implementation of academic content and performance standards for all students, including how English Learners will access the CCSS and ELD standards	Professional development logs maintained to monitor opportunities available to teachers in implementation of standards 87. 16% of those trainings support teachers of English Learners and access to common				Professional development logs maintained to monitor opportunities available to teachers in implementation of standards 90. 20% of those trainings support teachers of English Learners and access to common

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	core and ELD standards.				core and ELD standards.
**Pupils prepared for college by the EAP for English Language Arts	57.27% of students "Ready for College and/or "Conditionally Ready for College" on EAP in English Language Arts				60.78% of students will be "Ready for College and/or "Conditionally Ready for College" on EAP in English Language Arts
**Pupils prepared for college by the EAP for mathematics	32.24% of students "Ready for College and/or "Conditionally Ready for College" on EAP in mathematics				34.22% of students will be "Ready for College and/or "Conditionally Ready for College" on EAP in mathematics
**AP Pass rate (3 or higher)	61.20% of students scoring a 3 or better on at least one Advanced Placement exam (unduplicated)				64.64% of students scoring a 3 or better on at least one Advanced Placement exam (unduplicated)
Advanced Placement and International Baccalaureate participation	33.86% of students participating in one or more Advanced Placement or International Baccalaureate class				37.01% of students participating one or more Advanced Placement or International Baccalaureate class
**Percentage of English learners who progress in English proficiency (ELPAC)	53.30% of English Learners who grew in proficiency				61.71% of English Learners who grew in proficiency
**English Learner reclassification rate	16% of English Learners districtwide reclassified to fluent English proficient				19% of English Learners districtwide will reclassify to fluent English Proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
**Science-CAST/CAA	31.95% of students met or exceeded on California Science Test				36.99% of students will meet or exceed on California Science Test
College and Career Indicator	47.7% of our high school graduates met the measures to be College and Career prepared				52.12% of our high school graduates met the measures to be College and Career prepared
Dual Immersion participation	639 students participating in dual immersion programs				740 students participating in dual immersion programs
Number of State Seals of Biliteracy awarded	259 State Seals of Biliteracy were awarded in 2019-20				283 State Seals of Biliteracy will be awarded in 2023-24
Lexile-met or exceeded	50% of our students are at "standards met or exceeded" in their lexile level				53% of our students are at "standards met or exceeded" in their lexile level
Local math indicator	39.73% of students met or exceeded standards on the math local indicator 12.58% of English Learners met or exceeded standards on math local indicator 27.48% of Economically Disadvantaged students met or exceeded on math local indicator				46% of students will meet or exceed standards on the math local indicator 16.74% of English Learners will meet or exceed standards on math local indicator 36.58% of Economically Disadvantaged students will meet or exceed standards on the math local indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	28.05% of Hispanic students met or exceeded on math local indicator				37.35% of Hispanic students will meet or exceed standards on math local indicator
Kindergarten Readiness (DRDP)	3's and 4's (% of responses in category): ATL-REG - .1% Integrating with 95.9% C/UR SED - .5% Integrating with 20.5% C/UR LLD – 1.3% Integrating with 29.6% C/UR COG – 1.3% Integrating with 27.1% C/UR PD-HLTH - .1% Integrating with 97.3% C/UR ELD – 19% Building/Integrating with 55.8% C/UR				4 year olds (% of responses in category): ATL-REG - 25% Integrating SED - 30% Integrating LLD – 25% Integrating COG – 30% Integrating PD-HLTH - 35% Integrating ELD – 35% Integrating
K-6 Reading Composite Score (Acadience)	Mid year Reading Composite Score (At Benchmark or Above): K – 36% 1 – 50% 2 – 58% 3 – 47% 4 – 46% 5 – 42%				Mid year Reading Composite Score (At Benchmark or Above): K – 40% 1 – 53% 2 – 61% 3 – 50% 4 – 49% 5 – 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6 – 54%				6 – 57%

Actions

Action #	Title	Description	Total Funds	Contributing
1	EL and Academic Language Professional Development	The Accountability and Equity department will provide professional development to support English Language Development best practices as well as academic language strategies to support the English Learner students attainment of English proficiency and access and progress towards mastery of all content. In addition, teachers of students who have redesignated as Fluent English Proficient will also be supported through strategies that support their continual expansion of language skills in English.	\$654,758.00	Yes
2	EL Academic Support Services	The Accountability and Equity department will continue to provide English Learner and academic support services to improve student achievement to serve our English learners and students redesignated as Fluent English Proficient. Including our services provided through our Language Assessment Center.	\$1,064,910.00	Yes
3	EL and Academic Language Supplemental Resources	Based on ongoing analysis of both formative and summative assessment data, the Accountability and Equity department will continue to provide supplemental resources (including software and technology) in addition to supplemental services to support academic language achievement principally targeting all profiles of our English learners (newcomers, long term English learners as well as students redesignated as Fluent English Proficient.)	\$90,432.00	Yes
4	Professional Development and	The Curriculum Department will provide teachers and administrators with culturally relevant professional development that will strengthen their instructional practices and strategies to ensure success and	\$74,790.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Support for Core Subjects	equitable access for all students in the areas of Math, Science, English Language Arts, Social Studies and other content areas, including scaffolds and support for English learners, students redesignated as Fluent English Proficient, low socio-economic and foster youth students.		
5	Outside Professional Development Services	The Curriculum Department will utilize outside professional development services to provide teachers, administrators and other support staff with on-going, culturally relevant professional development to enhance equitable access and academic success, including strategies to support English learners, low socio-economic, and foster youth.	\$69,000.00	Yes
6	Teacher Preparation and Support	The Curriculum Department will provide an accredited California Teacher Induction Program (CTIP) for beginning general education and special education teachers, and teacher preparation support for Career Technical Education (CTE) and intern teachers to ensure every student in Orange Unified is served by a teacher who is prepared to create effective learning environments, plan and implement learning experiences to equitably meet student needs, including English learners, low socio-economic, and foster youth students.	\$258,250.00	No
7	Mathematics Support Services	The Curriculum Department will provide support services for teachers of mathematics to enhance their instruction through the incorporation of equitable practices, academic language instruction, and strategies for differentiation. This will lead to an increase in student achievement for all students, including English learners, low socio-economic, and foster youth.	\$169,166.00	Yes
8	Career Technical Education	The Curriculum Department and Innovation and Excellence Department will provide students with a pathway to postsecondary education and careers through Career Technical Education (CTE)	\$4,253,789.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coursework that integrates rigorous core academic knowledge with technical and occupational knowledge across a variety of Industry Sectors. CTE teachers will be supported by the Teacher on Special Assignment for Career Pathways and Inclusive practice, so they can effectively meet the needs of English learners, low socio-economic, and foster youth students.		
9	College and Career Readiness	The Curriculum and Secondary Education Departments will equip students for college and career success by providing opportunities, such as differentiation for advanced learners, AVID, College and Career Fairs, Robotics, interventions, online teaching, Visual and Performing Arts (VAPA) programs, STEM (Science, Technology, Engineering, and Math) and Career Technical Education (CTE) pathway programs. Equitable access will be provided for all students, including English learners, low socio-economic, and foster youth students.	\$514,318.00	Yes
10	GATE (Gifted and Talented Education)	The Curriculum Department will provide universal testing to equitably identify gifted and talented (GATE) students throughout the district and professional development for teachers to meet the learning needs of GATE students.	\$30,000.00	No
11	Multi-Tiered System of Support (MTSS)	The Curriculum Department will collaborate with other district departments and school sites to utilize a Multi-Tiered System of Supports that includes research based best practices, differentiated learning supports, and universal screening and progress monitoring to ensure student acquisition of state academic content standards, including for English learners, low socio-economic, and foster youth students.	\$83,895.00	No
12	Science Center	The Curriculum Department will provide professional learning and support for science programs and curriculum, including hands-on exploration using science kits to make content more meaningful for	\$173,735.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, including English learners, low socio-economic, and foster youth.		
13	Early Learning Support	Elementary Education Department will continue to provide support to our Early Learning programs that help our youngest students, especially targeting our English learners, foster youth and low income students, build a strong foundation and become better prepared for school.	\$1,189,905.00	Yes
14	Foster Youth support	<p>The office of Student Community Services (SCS) will maintain school materials for Foster Youth and Homeless students (school supplies). All Foster Youth and Homeless students will have access to basic school supplies including scientific calculators and Chromebooks so that they can access all curriculum.</p> <p>The office of SCS will maintain the College Connections Program to help ensure senior Foster Youth complete FAFSA and graduate 12th grade. Coordinator helps streamline communication between OUSD and Social Services.</p>	\$2,390.00	Yes
15	Student Community Services Administrator	The Office of Student Community Services will continue to provide an Executive Director that oversees child welfare, attendance, health services, counseling, athletics, activities and school connectedness to support expansion of and strengthening student engagement from Preschool-12th grades with a special emphasis on engagement of our low income and foster youth.	\$235,269.00	Yes
16	Middle School Athletics and Lacrosse	The Office of Student and Community Services will continue to fund Middle School Athletics and High School Lacrosse programs to eliminate barriers to allow for increased opportunities for student engagement for low income and foster youth pupils.	\$173,041.00	Yes

Action #	Title	Description	Total Funds	Contributing
17	AP, IB, STEM and VAPA	The Curriculum and Secondary Education Departments will allocate funds to expand and increase access to Advanced Placement (AP) classes, International Baccalaureate Program (IB) classes, rigorous college and career STEM courses, and the arts, including field trips that provide powerful learning experiences for all students, including English learners, low socio-economic, and foster youth students.	\$3,027,644.00	Yes
18	Secondary Academic Support	The Secondary Education Department will provide students access to programs, intervention and targeted academic support services, which includes credit recovery, summer school, extended learning, AVID, Dual Language & enrichment to primarily meet the needs of our low income, English learners and foster youth.	\$1,898,757.00	Yes
19	P21 Specialists	The Office of Secondary Education will continue to provide P21 specialists to all comprehensive high schools to coordinate CTE pathway development and STEM opportunities for students with a special emphasis on our English learners, foster youth and low income students to ensure they are pathway completers.	\$299,533.00	Yes
20	Special Education Instruction Specialists	Our Special Education Department will provide Instructional Specialist support to Special Education teachers to lead implementation of curriculum, engagement strategies and specialized techniques to support our students with disabilities.	\$257,108.00	No
21	Assessment	The Office of Student Assessment and Educational Measurement will establish and utilize district-wide benchmarks and assessment tools to monitor student progress, set goals, align curriculum, and guide instruction to meet the specific needs of all students. These materials and software will enable districtwide and schoolwide tracking of student progress over time to identify instructional supports, with a specific focus on English Learners, Foster Youth, and Low Income.	\$534,199.00	Yes

Action #	Title	Description	Total Funds	Contributing
22	iLead, Student Achievement Committee, and Assessment Professional Learning	The Office of Student Assessment and Educational Measurement will foster and support professional growth through ongoing professional development and coaching to meet the needs of students. These professional learning opportunities and materials will focus on specific subgroups, English Learners, Foster Youth, and Low Income.	\$363,930.00	Yes
23	STEAM Education	The Office of Educational Technology will continue to build a positive and supportive culture to provide comprehensive STEAM (Science, Technology, Engineering, Arts, and Math) education with a focus on high-quality mathematics instruction that meets the targeted needs of all students, with a primary focus on our English learners, low income and foster youth, to support increases in academic achievement and preparation for career readiness.	\$60,653.00	No
24	Professional Learning Plan	Educational Technology will develop a long-term targeted and transparent professional learning plan that aligns district goals, enhances technical skills, and provides technology based instructional strategies for all teachers supporting all students to track skill growth year to year and determine frequency of technology use for instruction.	\$64,924.40	No
25	Technology and Assessment Support	<p>The department of Technology Services will continuously support the use of technology in order to create effective learning environments for all students and teachers within the district to promote stable and effective learning environments. These physical and software infrastructure expenditures support staff, students, and the community. The funding provides devices for staff and students, staffing for technical support, cybersecurity countermeasures and training, safety cameras, programming and data integration for rostering instructional programs, and internet utilities.</p> <p>The Offices of Student Assessment & Educational Measurement and Educational Technology provide a coordinator and teacher on special</p>	\$12,952,811.00	No

Action #	Title	Description	Total Funds	Contributing
		assignment to support student achievement, with a focus on improving achievement for our English Learners, Foster Youth, and Low income students.		
26	Primary Language Testing	The Office of Accountability, Equity and School Support will conduct primary language testing at various sites for English learners to determine primary language proficiency of TK and K students to better support English language acquisition.	\$980.00	No
27	Innovative Learning Technology Coaches	The Office of Innovation and Excellence is partnering through a grant with Verizon to provide two coaches to serve at two of our middle schools with a high number of low-income students in supporting 1:1 technology integration of LTE enabled devices for every staff and student. During the two years of the grant, the coaches will assist the instructional staff in raising the quality of instruction using the latest technology in the classrooms.	\$222,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	<p>Orange Unified will communicate effectively and timely in order to form trusting relationships with our community that will garner support and input into delivering the district's vision of meeting the needs of all our learners.</p> <p>(State Priority: Engagement) (LCFF Priority: #3 Parental Involvement and #6 School Climate)</p>

An explanation of why the LEA has developed this goal.

Through a purposeful engaging strategic planning process, a team of approximately 90 stakeholders, consisting of certificated teachers, classified employees, administrators, parent leaders, student leaders, city officials, service organization members, business and higher education partners, community members, youth non profit organizations, citizen oversight committee members, board members and PTA leaders all shared ideas to provide input towards the need for improved engagement through partnerships with all levels of our communities that we serve. Through the conversations, it was determined that there was a need for more systematized and purposeful communication to support our diverse community in being well informed. This entails our district to elicit higher amounts of feedback from our community and to close feedback loops by producing comprehensible documents, presentations and communications so that the community we serve understands the plans and decisions made on behalf of our staff and students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of LCAP survey completion totals	A total of 10,813 surveys were completed by parents, community members, staff and students.				A total of 12,500 surveys to be completed by parents, community members, staff and students.
District Advisory Committee attendance	An average of 20 attendees including parents and district personnel attended each DAC meeting. (All virtual)				An average of 35 attendees, including parents and district personnel will attend each DAC meeting. (In-person)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of LCAP focus groups districtwide	A total of 61 LCAP Stakeholder Focus Groups were held districtwide.				a total of 65 LCAP Stakeholder Focus Groups to be held districtwide.
average # of parents participating in a workshops/training	An average of 20 parents participated in our district level parent workshops/training. (All virtual)				An average of 50 parents are expected to attend our district level parent workshops/training. (In-person)
School messenger usage	A total of 715,943 messages have been sent out to families from sites and district level.				A total of 730,262 messages will be sent out via School Messenger from sites and district level.
**parent input in decision-making	We have held 37 parent advisory committees that support the decision making for a variety of departments at the district level.				We expect to hold at least 40 parent advisory committee meetings across the district departments.
**parental participation in programs for unduplicated pupils	We average about 20 parents per DELAC meeting. (All virtual)				We expect at least 50 parents per DELAC meeting (in-person) We expect at least 8 parents per Foster Connections meetings (in-person)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent and Family Engagement	The Office of Accountability, Equity and School Support will continue to provide parent and family engagement support through resources, software, trainings, workshops, conferences, consultant, coordinated by Teacher on Special Assignment (TOSA).	\$123,657.00	Yes
2	LCAP Survey	The Office of Accountability, Equity and School Support will support all costs associated with the annual LCAP stakeholder engagement process which involves staff, parents, community and students in order to inform our Local Control and Accountability Plan to provide more equitable opportunities and outcomes for our students. Questions align with our Strategic Plan and center on actions, services and programs offered in OUSD.	\$28,660.00	Yes
3	Foster Connections	The Foster Youth Coordinator hosts the Foster Connections Program. The program connects foster parents and caregivers with school and community resources, provides networking opportunities, and helps to educate foster parents on various social services and educational topics. Meetings are held monthly.	\$39,041.00	Yes
4	Communication Tools and Resources	The Student Assessment and Educational Measurement and Information Services Offices will provide tools, forums and resources to inform and engage our diverse community of stakeholders. All printed materials will be translated to Spanish to support communication with families.	\$75,000.00	No
5	Parent iPad Academy	The Office of Accountability, Equity and School Support has developed and implemented the Parent iPad Academy to provide parents of English learners the opportunity to engage with applications on a district purchased iPad to become more knowledgeable with technology and applications that support family wellness and student academic progress.	\$9,500.00	No

Action #	Title	Description	Total Funds	Contributing
6	Interpreter	The Office of Accountability, Equity and School Support will provide interpretation and translation for our Spanish-speaking parents and families to ensure equitable access to information, materials, meetings and presentations.	\$59,153.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	<p>Orange Unified School District will continue to reinforce high levels of student engagement and wellness by focusing on strong student social emotional support by staff, high expectations for behavior and consistent safety protocols districtwide for all students.</p> <p>(State Priority: Engagement) (LCFF priorities: #5 Pupil Engagement and #6 School Climate)</p>

An explanation of why the LEA has developed this goal.

Providing an environment where all students feel welcomed, valued and can thrive is a major focus for our Orange Unified schools. Chronic Absenteeism is defined as absences for 10% or more days per school year despite the reason. Because this continues to be a challenge for OUSD, we diligently work on our outreach methods and provide community resources to families to ensure there are no barriers to students actively engaging in their education. We are proud of our low suspension and expulsion rates and expect to continue to lower them in the coming years. We will be working to establish a systematic matrix of tiered supports to work on all of these areas with our students and staff. We also gather feedback via surveys such as the Each Mind Matters Survey as well as our own LCAP survey that provides feedback on implementation of safety protocols and sense of security on our campuses. For many years now, we have been committed to providing high quality training for cultural relevancy for our employees. We have been offering the training annually and in light of current events in our society, we will continue with the campaign to ensure our employees have access to cultural relevancy training every year. Due to the pandemic, an increased urgency to implement more social emotional supports in our schools was highly evident. We have partnered with Nearpod to provide ongoing lessons in social emotional learning that can be delivered by teachers weekly to provide additional supports to our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
**% Attendance rate	95.59% overall attendance rate				98.5% overall attendance rate
**% Chronic absenteeism rate	8.30% chronic absenteeism rate				7.16% chronic absenteeism rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
**High School dropout rate	6.80% High School cohort dropout rate				6.59% High School cohort dropout rate
**Middle school dropout rate	0.1100% Middle School cohort dropout rate				0.1067% Middle School cohort dropout rate
**High School graduation rate	93.20% High School graduation rate				98.9% graduation rate
***% suspension rate	2.50% suspension rate				2.44% suspension rate
** % expulsion rate	0.004% expulsion rate				.00388% expulsion rate
** local measure including surveys of students, parents and teachers on the sense of safety and school connectedness	<p>84% of Parents who Strongly Agree/Agree with positive Sense of Safety on annual survey</p> <p>93% of Staff who Strongly Agree/Agree with positive Sense of Safety on annual survey</p> <p>3.83 Mean Score for Sense of Physical, Social, and Emotional Security on climate survey</p>				<p>85% Parents</p> <p>95% Staff</p> <p>>3.00 Mean Score for students (4.0 being best score possible)</p>
Number of cultural relevancy trainings	3 cohorts of employees participated in Cultural Relevancy trainings annually.				Continue to host 3 cohorts of employees participating in Cultural Relevancy trainings annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of referrals for initial assessment for Special Education	410 referrals for assessment for Special Education				354 referrals for assessment for Special Education
# of Foster Youth Mentors	26 Foster Youth mentors in secondary schools				Maintain 26 Foster Youth mentors in secondary schools
Nearpod lessons launched by teachers across district for social emotional learning	5607 sessions launched by teachers across district				18,926 sessions launched by teachers across district

Actions

Action #	Title	Description	Total Funds	Contributing
1	Climate Survey	The Office of Accountability, Equity and School Support will administer a school climate survey to students to obtain their perceptions regarding school connectedness and school climate.	\$13,000.00	No
2	Elementary MTSS/CAST	As part of our Multi-Tiered System of Support (MTSS), our Elementary Education department will provide resources for elementary school CAST (Collaborative Academic Support Teams) to meet in order to monitor student progress, address student needs and provide interventions for students struggling academically, behaviorally and/or social-emotionally. This preventative measure largely supports our more disadvantaged students, English learners, low income as well as our foster youth.	\$70,000.00	Yes
3	Foster Youth Staff	Student Community Services Coordinator meets with students, parents and school teams to put into place interventions based upon individual student need to ensure equity and access.	\$150,062.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Foster Youth Mentors	Connections Mentors will focus on academic and social engagement and tutoring. For targeted students receiving Ds and Fs, mentors will hold individual and/or small group tutorial sessions. Mentors are paid extra earnings to be trained 3 times per year by Foster Youth Coordinator.	\$36,411.00	Yes
5	Safe School Professional Learning	The Office of Student and Community Services will provide professional learning on safe schools, threat assessment, chronic absenteeism and alternatives to suspension targeting our low income, English learner and foster youth populations to increase their engagement in school.	\$7,582.00	No
6	Counseling Services	The Office of Student and Community Services has Psychologist on Special Assignment assigned to support the at promise youth that are referred to thier office as well as oversees the mental health counselors supporting our schoolsites.	\$1,063,926.00	No
7	Additional Special Education staff	The Office of Special Education will provide mental health support through psychologists. Additionally, through the community assistant, the department is serving the needs of our parent community. The department is committed to the ongoing professional growth of our staff through best practice trainings, along with providing supplies and tools to better support the needs of Special Ed students.	\$2,629,078.00	No
8	Technology: Safety and Security	The department of Technology Services will further develop safety protocols with a multi-department approach to all school sites to increase safe online practices by teachers and students to protect data privacy. Technology Services will provide training, infrastructure, and infrastructure support for students. Technology Services will be providing digital citizenship training, cyber security training for staff, install and support security cameras, and institute cybersecurity measures to protect student data.	\$169,433.00	No

Action #	Title	Description	Total Funds	Contributing
9	Culturally Relevant Teaching	The Office of Curriculum will provide training to multiple cohorts of staff each year in partnership with AVID, Culturally Relevant Teaching training to continue to enhance our responsiveness to our diverse community of learners that we serve.	\$39,200.00	Yes
10	Equity, Access and Inclusion	The Office of Curriculum provides Teachers on Special Assignment (TOSA) as specialists to support teachers across the district in providing equity, access and inclusion so all students are given equitable opportunities that lead to stronger outcomes.	\$296,669.00	No
11	Equity Task Force	The Educational Services division has made a strong comitment to ensuring equitable opportunities and access to a rigorous educational experience. Knowing our low income, English learners and foster youth students need to be valued, supported and empowered resources will be set aside under the guidance of our Equity Task Force comprised of parents and staff.	\$150,000.00	No
12	Additional health services support	We have 19 schools nurses in OUSD. Eighteen nurses have school assignments. Our high schools have a nurse 5 days a week. We have two additional sites that have their own nurses, Orange Pre-K and Canyon Hills. All the other nurses cover three schools; this includes the middle school nurses. Orange Unified is in a unique position as many families move into our District due to the need for specialized medical care for their children from both CHOC hospital and UCI medical center. This increases the number of medically fragile students who require specialized medical procedures and care during school hours.	\$1,331,024.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	<p>Orange Unified School District will maintain a high quality educational program supported by efficient and safe facilities, strategic fiscal management and by establishing community partnerships through engaging outreach efforts that enhance support for overall student achievement.</p> <p>(State Priority: Conditions of Learning) (LCFF Priority: #1 Basic)</p>

An explanation of why the LEA has developed this goal.

A high quality educational program exists through the collaboration of the educational services, human resources and the business divisions of OUSD, as well as, strong partnerships with our community. In addition, the transparency of how we provide our programs entail that we be fiscally solvent as we efficiently and effectively meet our organizational goals and operational needs. This year's LCAP focus group feedback has shown that we have been demonstrating great stewardship of our funds, and we need to continue to do so. We want to maintain the trust and confidence of all of our stakeholders in how our programs, actions and services are maintained and improved upon for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
***% Fully Credentialed and appropriately assigned teachers	100% of fully credentialed and appropriately assigned teachers.				maintain 100% of teachers fully credentialed and appropriately assigned
**Every student has standards-aligned materials	100% of students have standards-aligned materials				maintain 100% of students with standards aligned materials
***% of schools in "good repair" or	97% of schools in "good repair" or				98% of schools in "good repair" or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
"exemplary" rating on Facilities Inspection Tool (FIT)	"exemplary" rating on Facilities Inspection Tool (FIT)				"exemplary" rating on Facilities Inspection Tool (FIT)
% of students with district devices checked out to them	59.74% of students with district devices checked out to them.				100% of students with district devices checked out to them.
% LCFF supplemental funding spent by sites	89% of LCFF Supplemental funds spent by sites by end of 19-20				95% of LCFF supplemental funds spent by sites by end of 22-23
% LCFF supplemental funding spent by departments	95% of LCFF Supplemental funds spent by departments by end of 19-20				100% of LCFF Supplemental funds spent by departments by end of 22-23

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Site Allocations	The Office of Accountability, Equity and School Support in conjunction with our Budget department collaborate on developing formulas for school site allocations so that school site leaders have resources available to improve student outcomes for English Learners, Foster Youth and Low Income students. Based on each site's needs, the funds are used for a variety of actions to meet needs of their student population. School sites use LCFF funds for community liaisons who work directly with families of English learners, low income and foster youth students to build relationships to foster connectedness with the school. These liaisons provide resources to health services, food and clothing to support families in need. They also assist with the site ELAC and provide parent education under the direction of the district TOSA of Parent and Family Engagement. Sites utilize LCFF funds for other supplemental personnel like resource teachers to provide additional academic support to unduplicated students to bridge the achievement gap caused by lack of exposure, limited English	\$3,561,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
		language, and other factors. Tutoring is provided after-school to remediate gaps in essential skills that cause these students to perform below benchmark levels. Often, lack of English contributes to this underperformance; thus, tutoring also supports English language acquisition. Our sites use LCFF funds to purchase supplemental supplies and equipment, particularly to support AVID. Sites also provide parent and family engagement in addition to that provided by the community liaison to provide specific content related enrichment such as Science Night and Math Night. These workshops educate parents and families on standards and content that students are exposed to so that they can support their child(ren) at home. Sites share their plans for using the LCFF funds through the School Plan for Student Achievement in their continuous improvement cycle process. The SPSA is a collaborative effort between school leadership, School Site Council and ELAC. Principals continually address actions in the SPSA and document any changes discussed in the minutes for SSC and as part of the annual program evaluation of the school plan, they will analyze the implementation of the actions for effectiveness and share with SSC and ELAC as well as document within the school plan. The SPSA is taken annually to our Board of Education for adoption.		
2	Administrative support for categorical programs	The office of Accountability, Equity and School Support manages the categorically funded programs that support low income, English Learners and foster youth district wide. The department interfaces and collaborates with all school sites and our budget, assessment and technology departments to ensure services are provided and implemented with the lens of equity and fidelity to ensure positive student outcomes.	\$1,781,677.00	Yes
3	Textbooks	The Curriculum Department will purchase TK-12th grade textbooks and instructional materials that are aligned with, and will provide equitable access for all students to, California's academic and performance state standards (including a new K-6 Social Studies adoption, new 9-12 science adoption, additional intervention and dual	\$6,888,000.00	No

Action #	Title	Description	Total Funds	Contributing
		immersion materials, CTE materials and consumable replacement purchases).		
4	Facilities Support	The Office of Facilities, Maintenance and Operations will use the results of the annual Facilities Inspection tool (FIT), and the common trend from respondents for facility improvement in our LCAP survey, to address facility and maintenance needs at various school sites annually.	\$10,000.00	No
5	Increase attendance and enrollment rates	The Office of Student and Community Services will maintain staff to assist in outreach and to communicate the importance of school attendance and the effects chronic absenteeism can have on the achievement of all students through various modes of communication, including school meetings and events. The staff largely supports our low income, foster youth and English learner families.	\$180,216.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.86%	\$21,233,630

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Orange Unified School District is extremely proud of the achievements of our diverse community of learners we serve. Our unduplicated student count currently is at 48.84%. Our low income students currently represent 39% of our overall enrollment, while English learners and foster youth students currently represent 18% and <1% respectively. This variety of learners across our district causes us to reflect on our actions and services in order to ensure that although we may plan an action for all, our targeted populations such as low income, English learners and foster youth needs have been considered prior to implementation. The following are actions and services that represent how we have considered the needs of our English learners, foster youth and low-income students prior to implementation of the actions in order to address their needs primarily but the action or service also are effective in meeting the needs of other learners as well.

1.4 Professional Development and Support for Core Subjects-The Curriculum Department works closely with the other district departments, including working with the Coordinator for English Learners and the Coordinator for Foster Youth, to ensure that when crafting professional development opportunities and support for core subjects that the needs of English learners, foster youth and low-income students are considered first. A strong emphasis is placed on professional development opportunities and support being culturally relevant and including a focus on explicit instruction in academic language. Instructional practices and strategies that support access to and success in core subjects are a first priority. Research has found that ongoing professional learning for teachers has a direct impact on their instruction and student learning. Research directly supports that integrated professional learning helps improve opportunities for English learners and low-income students. Multiple student assessment measures are reviewed to ensure that English learners, foster youth, and low-income students are achieving increased success in core subject areas. Teachers are surveyed to ascertain where they need additional professional learning and support to meet the needs of these groups of students. This action is a carryover from the 2017-2020 LCAP because of the large size of our district, the numbers of instructional staff is quite large and it takes multiple years for us to build expertise

with our staff through our coordinated professional development plan. In addition, each year we have dozens of new teachers entering our classrooms and require the support as they grow their expertise in our classrooms.

1.5 Outside Professional Development Services-In order to address the need of teachers to have up-to-date research based professional learning to meet their specific needs and the specific needs of their students, we will utilize professional development services to provide on-going, culturally relevant professional development that will ensure equitable access and success for English learners, foster youth, and low-income students. Professional learning will include research-based strategies known to increase success primarily for our English learners, foster youth, and low-income students. Multiple student assessment measures, including SBAC and local assessments, are reviewed to ensure that English learners, foster youth, and low-income students are achieving increased success in core subject areas. Teachers are surveyed to ascertain where they need additional professional learning and support to meet the needs of these groups of students. This action is a carryover from the 2017-2020 LCAP because of the large size of our district, the numbers of instructional staff is quite large and it takes multiple years for us to build expertise with our staff through our coordinated professional development plan. In addition, each year we have dozens of new teachers entering our classrooms and require the support as they grow their expertise in our classrooms. The use of our outside professional development partner has enabled us to tailor trainings based upon need at a schoolsite or districtwide. Survey results from teachers and administrators attending their trainings show that over 85% enjoy and have learned something they can apply to support improved student outcomes that focus on our high needs students.

1.7 Mathematics Support Services-Based on OUSD's SBAC data from 2019, English learners, foster youth, and low-income students perform farther below standard in Mathematics than they do in English Language Arts. Therefore, a specific focus has been placed on increasing success in mathematics courses. A Teacher on Special Assignment, Mathematical Mindset, trains and coaches teachers in strategies to increase student achievement. While all students, can benefit from increased support provided to teachers of mathematics, English Learners, low income and foster youth are expected to experience the largest gains. This is due to the focus on strategies that include equitable practices, academic language instruction, and strategies for differentiation. These strategies increase students' ability to communicate their conceptual understanding. A focus on mathematical mindset, a part of all training and support, has been shown to decrease the anxiety levels of students who have historically struggled in math. Multiple student assessment measures, including math quantile levels, SBAC, and curriculum based assessments, are analyzed to ensure that English learners, foster youth, and low-income students are showing growth in mathematical ability. This action is a carryover from the 2017-2020 LCAP due to the high need to continue to focus efforts on math support based upon our SBAC and local assessment data.

1.8 Career Technical Education (CTE)-This action is being provided on an LEA wide basis and all students will benefit. However, because of how Career Technical Education provides students with hands on meaningful applications of skills by teachers who have experience in the aligned career fields, we expect that our English learner, low-income, and foster youth students will benefit the most. CTE teachers are provided with training and ongoing coaching support that helps them to understand the needs of English learners, foster youth, and low income students and provides them with strategies to engage and support the academic achievement of these groups of students. English learner, foster youth, and low income student enrollment and achievement in CTE courses is analyzed to ensure equitable access is being

provided to these meaningful courses. Also data of our post secondary survey of our students who have completed CTE pathways while in high school will be analyzed. This action is a carryover action from our previous LCAP for 2017-2020. CTE continues to have high engagement value for students due to the diverse pathways we provide which pre-COVID have helped our attendance rates in secondary.

1.9 College and Career Readiness-In order for all of our students to graduate prepared for success in college and career, we provide opportunities that support all students but especially help to bridge the gap for our English learners, low income and foster youth students. One of these opportunities is the AVID program (Advancement Via Individual Determination) that is a part of all of our schools. AVID's mission is to close the opportunity gap by preparing students for college and career readiness and success in a global society. 76% of AVID seniors are from a low-socioeconomic status background. We also offer the middle school AVID Excel program that specifically focuses on our English Learners to help accelerate academic language acquisition. This goal also includes access to interventions and other courses that engage our students and help to close the opportunity gap. We gather data on our AVID seniors each year to analyze our program. We also look at course access, the College and Career Indicator, and multiple assessment measures to ensure that our English learners, foster youth, and low income students are showing growth. Because of the growth noted on the California School Dashboard, College and Career Indicator growing 4% from Yellow to Green, we have kept this action as a carryover from the previous LCAP for 2017-2020 to continue our upward trajectory.

1.12 Science Center - This action is being provided on an LEA wide basis and all students will benefit. However, labor market trends show that many English learners, foster youth and low income students are not pursuing higher education and careers in science at the same rate as other groups. Therefore, we expect that by putting a focus on science and STEM education that is relevant and hands-on for students, we can increase these groups success in science fields post secondary. Increasing access and achievement for these groups of students will also be supported by the district Teacher on Special Assignment, STEM and Pathways. California Science Test results will be analyzed, as well as local science assessments, to determine if English learners, foster youth and low income students are showing growth in the sciences.

1.13 Early Learning Support-As a variety of educational studies have shown, the need for early learning options are needed for all learners, but especially for our more vulnerable populations such as our foster youth, English learners and low socio economic students. Early learning provides structure, social emotional development, nurturing of a child's curiosity and promotes language and cognitive skills. With so many assets gained from early learning, we need to continue to provide early learning programs throughout the district. In reviewing our Early Development Index (EDI) data, it shows that we have many communities that we serve and that the % of students ready for kindergarten does vary. These communities are located in historically low income areas as well as some of the neighborhoods where many of our English learners reside. Providing quality early learning programs in these community areas will help to prepare the students to be successful in Kindergarten by providing the aforementioned experiences to our young learners. This action is being provided on an LEA-wide basis and we hope to improve our rate of students prepared for Kindergarten as evidenced by the EDI but we will also show it on the DRDP (desired results developmental profile) annually.

1.15 Student Community Services Administrator-The office of Student Community Services oversees enrollment, attendance, safety, mental health support, health services, discipline and connecting families to community resources. In our district with about half of our students come from low income families, the need to have an administrator that coordinates these integral services to best meet the needs of our most vulnerable students across our district. We know that our more vulnerable students truly require programs and services at higher levels of intensity or more frequently. This position has to ensure the coordination of services so that our students and staff, first and foremost, are safe and healthy so that learning can happen. Based upon our overall attendance rate at about 97.35% and our EL attendance rate at 95.58% low income rate 96.20% foster youth rate at 91.37%, this position has a lot of work to do to close the gap between attendance rates for these groups and the overall student attendance rate. Chronic absenteeism rates overall show 2.72% for English learners 3.22% foster youth at 22.62%.

1.16 Middle School Athletics and Lacrosse-Following the input of previous LCAP surveys, there was a large interest in providing more athletic opportunities in middle school as well as elementary. Engagement levels of students at the middle schools was in need of support, so we began our middle school athletic program. Through this program we were able to supply equipment and transportation for students to participate in four different sports and compete against each other. We offer soccer, basketball, volleyball and football. The level of school spirit increased dramatically, pre-covid, attendance at afterschool games increased steadily each year. We choose to continue the program due to high levels of student engagement of attending school. Students who would normally not be able to afford extra curricular sports, can participate now through our program. With the success of middle school athletics, we also added LaCrosse for our high school students to add an additional program for students to choose and steadily it has become a very strong program gathering a lot of support and interest especially from families outside our attendance boundaries. Offering these opportunities provides our students alternate modes of connecting to their school.

1.17 AP, IB, STEM and VAPA-OUSD is committed to increasing access to Advanced Placement courses, rigorous college and career STEM courses and the arts for all students but this commitment is expected to increase the amount of students who are historically underrepresented in these courses, such as English learners, foster youth and low income students. Access to a broad course of studies increases student engagement in school which leads to a higher percentage of students graduating high school. We also expect that we will see an increase of English learners, foster youth and low income students that graduate high school meeting college entrance requirements due to increased course access. Course enrollment and high school graduation rate will be analyzed.

1.18 Secondary Academic Support - Increased access to programs, interventions, and targeted academic support services will benefit multiple group of students. We expect that the benefit will be exceptionally powerful for our English learners, foster youth, and low income students to help close the opportunity gap. the California Dashboard shows that these groups of students currently perform at a lower level than overall students. Course enrollment, high school graduation rates, and assessment data will be analyzed.

1.19 P21 Specialists - P21 Specialists focus on increased access to our CTE pathways, including prioritizing improving programs for English learners, foster youth, and low-income students. They coach and support CTE teachers to meet the needs of these special population groups. CTE helps students to acquire the skills that have value in the labor market. English learners, foster youth, and low-income students should particularly benefit. Outcome data is disaggregated by “special populations,” including low-income, English learners, and foster youth and will be analyzed. CTE pathway enrollment and completion data, graduation rate, College and Career Indicator, and other assessment data will also be analyzed.

1.21 Assessment - After reviewing our 2018-19 Smarter Balanced summative assessment data, we found our students as a whole are scoring at a high-status level and increasing their scores; however, our English Learners, low-income students, and foster youth are not scoring at a high-status level. Our English Learners and low-income students are scoring at a low-status level with increasing scores, while our foster youth also score at a low-status level, but their scores are declining. To address the need to improve student achievement, we will establish and utilize district-wide benchmarks and assessment tools to monitor student progress, set goals, align curriculum, and guide instruction to meet the specific needs of all students, as noted in action 1.21. This action item will support the use of i-Ready, a comprehensive assessment and instructional program to provide individual diagnostic data and a personalized learning plan for all students. Additionally, the action item provides Illuminate, a data management tool and assessment system, to support data analysis from multiple sources. Illuminate will include demographic information to disaggregate student groups. This disaggregation allows teachers and administrators to identify the group and individual student needs and look for trends across groups. This action item is a carryover from our previous LCAP as it provides funds for additional software and items to support formative and summative assessment to guide instructional decisions for all students, focusing on providing appropriate scaffolds for our English Learners, low-income students, and foster youth.

1.22 iLead, Student Achievement Committee, and Assessment Professional Learning - Currently, our English Learners, low-income students, and foster youth are scoring lower on our summative assessments than all students. As we begin our implementation of a new diagnostic system, address unfinished learning, and develop a cohesive assessment plan to increase student achievement with a focus on these subgroups, we will need to foster and support professional growth through ongoing professional development and coaching to meet the needs of administrators, teachers, and students, as noted in action 1.22. This action item will provide substitutes and extra earnings for teachers to attend during and after school training as a part of the Student Achievement Committee. This committee will analyze school-wide, grade level, and individual teacher data, look for trends in the data related explicitly to subgroups and identify/utilize tools to plan data-driven instruction. Additionally, teachers will work in professional learning communities, participate in learning walks, and support the fidelity of implementation of assessments, data analysis, and data-driven instructional planning at their school sites. Also, this action item allows for the purchase of materials to support administrators, teachers, and students using formative and summative assessments in the classroom. These supplies will enable teachers to meet the needs of their students, with a focus on addressing English Learners, low-income students, and foster youth. While the professional growth opportunities and materials will benefit all students, the focus on specific subgroups should lead to more significant gains for our students in these groups.

1.27 Innovative Learning Technology Coaches- Currently our students who are low income, English learners or foster youth, are showing the digital divide is real due to lack of resources. As a district we have been able to address this by supplying all of our students with devices and for the next two years, we are going to pilot a program at two of our middle schools to see if having complete technology access schoolwide, meaning their devices are LTE enabled, plus providing innovative teaching and learning through the support of technology coaches, will lead to superior student outcomes. In partnering with Verizon, they have shown that through their program, 85% of teachers said that Verizon's Innovative Learning program allowed for more individual instruction and that 54% of students believe having a device improved their confidence in the things they can do. In addition, 78% of teachers said the Verizon Innovative Schools learning enhance student engagement. We anticipate that the Innovative Learning Technology Coaches will make a significant impact on student engagement as they support the teachers in enhancing lessons and delivery of content through the use of technology.

2.1 Parent and Family Engagement-After reviewing our data from the 20-21 LCAP survey and in response to the current pandemic, our goals for our parent engagement had shifted towards a lens with parent education support for themselves and their children in the arena of social emotional wellness. In action 2.1 we have our Teacher on Special Assignment that coordinates all the district level parent and family engagement trainings. She collaborates with all our departments to glean our experts in-house to support our parents but she also reaches out to our community partners for resources in order to provide timely and helpful topics such as: How to Help my Child Succeed Academically and Emotionally during the pandemic (6 week course); Anxiety, Depression and the impact of covid, social emotional learning and family communication (6 week course), and drug prevention. This action is a carryover from our previous LCAP due to the ongoing nature of the need for continual parent engagement as part of our system in Orange Unified.

2.2 LCAP Survey-This year's LCAP survey was modified based upon the transition we as a district made to the EDGE, which represents our Board of Education's goals and objectives. We built our new LCAP template with the EDGE as the frame, so we knew we needed to build the LCAP survey so that we can get relevant feedback to inform our LCAP document. One main change we made was to collect data on the survey regarding the demographics of our parents that answered the survey. We wanted to be sure that we were getting responses from stakeholders that represented the varying profiles of students and their families we serve. We found that out of 4,019 we had: 1,169 free or reduced lunch families, 646 GATE/Honors families, 349 Special Education families, 154 English Learner families and 1,448 none of the above and with some left blank. In reviewing this data, it was clear that our English Learner families did not complete survey in the same ratio as our student enrollment reflects. In which case we held focus groups at our sites. Many schools used their ELAC committees as a focus group to get into a dialogue about what is working and what is needed to maintain or improve services and actions at our sites, especially targeting our English learner families' perceptions. Due to the annual revision of our LCAP, this action is a carryover from our previous LCAP.

3.2 Elementary MTSS/CAST-We have been assessing the progress of our students academically and we note that there is a need to have a systemic support students whether they have academic, behavioral or social emotional needs to be met. Multi Tiered System of Support is a framework that helps our staff provide needed strategies with various needs. Instead of waiting for failure, MTSS, takes a proactive approach in identifying students with needs while they are still in the first tier or universal tier. Our CAST (Collaborative Academic Support

Team) provides a significant layer of support by holding meeting with all the specialists on site meet with the classroom teacher to identify potential strategies or connect to effective resources needed for each student in question. Our more vulnerable populations are usually students that show up on the list of concerns by classroom teachers due to some type of need they may have. Our CAST provides a team to support students directly or indirectly depending on the case. With this system in place across the district, we are able to work towards decreasing the numbers of referrals to Special Education from primarily the following student groups: English learners, foster youth or low income students.

3.9 Culturally Relevant Teaching-In response to ongoing analysis of overall academic, behavioral and social emotional needs of our students as a whole, and in order to respond to the population of students we serve, it was clearly evident we must provide more professional learning to staff in the arena of cultural relevancy. In order to address this, we are partnering with AVID to provide trainings for multiple cohorts of staff each year to enhance the instructional program by assisting our staff to have a deeper understanding of the students we serve from the variety of backgrounds they come from. In an article from Edutopia (2015) Elena Aguilar and Zaretta Hammond describe Culturally Relevant Teaching "begins when a teacher recognizes the cultural capital and tools students of color bring to the classrooms." Culturally Relevant Teaching is not a program, not a set of materials, but is is a process that involves knowing and teaching the whole child. Training of staff annually is part of what we are invested in doing to support the variety of learners we serve in Orange Unified School District.

4.1 School Site Allocations-Since the onset of LCFF, our sites receive an allocation based upon a formula linked to their number of unduplicated students. As a LEA we conduct a LCAP survey that gathers input regarding actions, services and programs available. These results help site leaders in their school planning as the results are shared with a variety of parent committees at each site. In their school plan, our leaders have to denote how they will spend the LCFF Supplemental funds with the focus on primarily supporting our English learner, foster youth or low income students. The school plans are collaboratively developed and reviewed by their school site councils and their English Learner advisory committees. Ultimately the plans are approved by the school site council and on the last step, they are approved by our Board of Education. Subsequently, all purchase requisitions have to be reviewed by our Accountability and Equity department, for allowability and approved for compliance, according to their Board approved school plans, before the funds can be expended. As part of the process to annually assess if the actions in their school plan for student achievement are effective, an annual analysis is conducted and reported out during School Site Council and written into the school plan to complete the school plan package.

4.2 Administrative support for categorical programs-Leveraging programs that are funded through state and federal funds, the Office of Accountability and Equity, works as a team to support school sites in ensuring allowability of the funds they receive for the targeted populations they serve. Our focus in our department is to ensure that our low income, foster youth and English learners have full access to programs and services that will help them to succeed on the pathway of their choosing. When reviewing our data at secondary, we notice that access to advanced placement classes varies greatly among all students as compared to English learners and students with special needs. Out of over 2000 students enrolled districtwide in Advanced Placement courses which represents around 30% of our overall secondary population, we have less than 2% that are English learners or students with special needs. When looking at A-G requirements

needed to graduate our English learners are at a rate of around 70% or higher not meeting A-G requirements. We expect with continued work by our department, we will help our school sites continue to work on closing gaps therefore this action has carried over from the previous LCAP.

4.5 Increase attendance and enrollment rates-Recent years has led to a decline in overall enrollment of students impacting so many parts of our educational system. In order to confront this concern, we needed to adjust some of our systems of outreach because with declining enrollment we also saw an uptick in our chronic absenteeism. According to the school dashboard, all three of our groups increase chronic absenteeism. Low-income students increased by 0.2%, foster youth by 6.1% and English Learners by 1%. Our office of Student and Community Services has established a more cohesive outreach team to ensure we reach out to our chronically absent students and connect them with resources as needed.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

As Orange Unified has navigated through a global pandemic and we are now in the midst of our "new now", the actions and services that support our foster youth, English learners and low-income students have become imperative to increase and improve. Many of the actions and services directed to these student groups have shown effectiveness on academics on our last dashboard showing increases to yellow for all groups except for our foster youth who remains at the orange level for English language arts. Orange Unified School District ensures our foster youth, English learner and low-income students are provided additional opportunities to achieve academic excellence in a dynamic learning environment that prepares them for college, career and beyond. The expenditures identified in the actions will be targeted toward these student populations.

Over the past few years, our English Learners continue to reclassify at higher percentages than the target we set for each site to meet which is 15%, especially in elementary. In order to exceed this goal and improve the services we provide for EL students, the department of Accountability and Equity dispatches highly trained Instructional Specialists to support teachers of our English learners. We know that the rate of the impact on student achievement from professional learning is at an effect size of 0.62% according to Hattie's meta-analyses of research relating to impacts on achievement. In addition, our English Learner Instructional Specialists facilitate the targeted support for our newcomers, which includes menus of supports available to teachers via Google Drive, oversee the use of licenses for language learning software, meet with teachers of all ELs to: model best practices and plan impactful lessons for our EL students. At the secondary level, they meet with content teachers to address the long-term English learner needs as well as work with the EL Advisor for each school to ensure no EL is overlooked (1.18). As a district, we also provide resources to secondary sites to provide additional sections targeted for English learners so that they benefit from smaller class sizes and lessons focused on the four domains of language consistently, listening, speaking, reading and writing (Action 1.2). We have many Guided Language Acquisition Design (GLAD) trained teachers that utilize the GLAD strategies across content areas, especially the visuals and chants. Our English learner Instructional Specialists have also been working with teachers to use Nearpod lessons with their English Learners so that there is more high interest with visuals to make the content more accessible. The digital content available to our teachers continues to expand as well as training opportunities (Action 1.3). In addition, we

are improving our services to support our Long Term English Learners (LTEL) by taking a deeper look into the academic and social emotional learning of our LTEL students. Currently, LTELs make up just under 30% of our English learner population. We are researching more closely what English learner supports these students need in order to reclassify. Ultimately, we are acutely aware of the impact that high expectations have on a student's trajectory, so we also provide support to counselors and administrators on continuing to raise the expectations and increase access for our ELs across courses to ensure equity. We know that the investment in the pedagogy of our teachers and having high expectations will make the most significant impact on the journey of our English learners. According to John Hattie's Visible Learning synthesis of meta-analyses in 2009, professional development has an effect size of 0.62, quality of teaching has an effect size of 0.44 and high expectations have an effect size of 0.43 (Actions 1.1, 1.4, 1.5).

Our foster youth continue to have access to a high quality safety net system established by the Coordinator of the program. Fueled by the need to ensure our foster youth feel connected and engaged, a foster youth mentor program is in effect at our sites (Action 2.3). We have over 120 foster youth students we serve districtwide and each one has an assigned mentor (Action 3.4). Our mentors are trained by our Coordinator throughout the year. Due to the pandemic, student connectedness had dropped with this highly vulnerable population. At some sites, mentors have delivered fast food meals to group homes so that they can invite them to meet with them virtually during lunch time and it has worked! Mentors write uplifting notes to group home students and use apps to send out reminders of their meet up whether in person or virtually. Some of our mentors have established strong relationships with students that even after they have left our district, they continue as pen pals via the US Mail. Although according to John Hattie's meta analysis of mentoring having an effect size of 0.15 is quite low, the factor that is not taken into account is the relationship that is established between the mentor and mentee. The effect size of teacher and student relationships is 0.72 which is more in alignment with our experiences. Our foster youth have enormous hurdles to overcome and with the support of their dedicated mentor, we have seen individual progress that can not always be measured through assessments. The desire to continue to expand our program and the knowledge of effective strategies to address some of the complex needs of our foster youth students, our foster youth team provide much needed professional learning to school staff so that they can better support their students they serve. We also ensure that our foster youth have all the supplies they need to fully participate in their learning and have access to courses and resources needed for graduation (Action 1.14). Finally, our coordinator provides Foster Connections meetings for the guardians of our foster youth to keep them informed of district policies, expectations and community resources available to them.

Our largest population of students of the three are our low-income students at around 39% of our total student population. This large group of students benefit greatly from a variety of programs and services meant to close the opportunity gap that exists due to their family's economic status. First and foremost, our pandemic really highlighted the inequities in resources of our families. Prior to pandemic we already were spending funds on equalizing the digital divide in terms of access. Our low-income students not only lacked devices at home, but also the internet connection to use the adopted curriculum (Action 1.25). So in this arena, we have been able to increase access through use of supplemental funds. We also staff members of the Accountability and Equity department as well as a coordinator in Student and Community Services to support the needs of our low-income families, which also includes our homeless students (Actions 2.1, 3.3). Currently we serve about 163 McKinney Vento students districtwide. These personnel keep our school site administrative staff, including 26 Community Liaisons districtwide, informed of community resources and programs meant for our economically vulnerable families. In our secondary schools, we also take pride in emphasizing that every student has the ability to go to college (Actions 1.14, 1.18). There are no barriers for students of OUSD. We provide Advanced Placement and International Baccalaureate waivers for students as well SAT and ACT waivers for students to be able to take all the appropriate tests needed to enter college (Action 1.17). Orange Unified is also proud to offer SAT Day to all secondary students as well, again to reinforce the fact that all our student have access to a college education.

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Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$21,233,630.00	\$20,268,003.40	\$76,000.00	\$5,855,262.00	\$47,432,895.40

Totals:	Total Personnel	Total Non-personnel
Totals:	\$26,907,746.00	\$20,525,149.40

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	EL and Academic Language Professional Development	\$58,391.00			\$596,367.00	\$654,758.00
1	2	English Learners	EL Academic Support Services	\$1,034,191.00			\$30,719.00	\$1,064,910.00
1	3	English Learners Low Income	EL and Academic Language Supplemental Resources	\$33,000.00			\$57,432.00	\$90,432.00
1	4	English Learners Foster Youth Low Income	Professional Development and Support for Core Subjects	\$74,790.00				\$74,790.00
1	5	English Learners Foster Youth Low Income	Outside Professional Development Services	\$69,000.00				\$69,000.00
1	6	All	Teacher Preparation and Support		\$159,525.00		\$98,725.00	\$258,250.00
1	7	English Learners Foster Youth Low Income	Mathematics Support Services	\$169,166.00				\$169,166.00
1	8	English Learners Foster Youth Low Income	Career Technical Education	\$2,118,220.00	\$2,135,569.00			\$4,253,789.00
1	9	English Learners Foster Youth Low Income	College and Career Readiness	\$458,318.00	\$56,000.00			\$514,318.00
1	10	All	GATE (Gifted and Talented Education)		\$30,000.00			\$30,000.00
1	11	All	Multi-Tiered System of Support (MTSS)		\$83,895.00			\$83,895.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	Science Center	\$143,735.00	\$30,000.00			\$173,735.00
1	13	English Learners Foster Youth Low Income	Early Learning Support	\$1,120,349.00			\$69,556.00	\$1,189,905.00
1	14	Foster Youth Low Income	Foster Youth support	\$2,390.00				\$2,390.00
1	15	Foster Youth Low Income	Student Community Services Administrator	\$83,320.00	\$151,949.00			\$235,269.00
1	16	Foster Youth Low Income	Middle School Athletics and Lacrosse	\$173,041.00				\$173,041.00
1	17	English Learners Foster Youth Low Income	AP, IB, STEM and VAPA	\$3,027,644.00				\$3,027,644.00
1	18	English Learners Foster Youth Low Income	Secondary Academic Support	\$1,898,757.00				\$1,898,757.00
1	19	English Learners Foster Youth Low Income	P21 Specialists	\$299,533.00				\$299,533.00
1	20	Students with Disabilities	Special Education Instruction Specialists	\$205,076.00			\$52,032.00	\$257,108.00
1	21	English Learners Foster Youth Low Income	Assessment	\$207,000.00	\$19,060.00		\$308,139.00	\$534,199.00
1	22	English Learners Foster Youth Low Income	iLead, Student Achievement Committee, and Assessment Professional Learning	\$171,430.00	\$192,500.00			\$363,930.00
1	23	All	STEAM Education				\$60,653.00	\$60,653.00
1	24	All	Professional Learning Plan		\$64,924.40			\$64,924.40
1	25	All	Technology and Assessment Support	\$241,667.00	\$9,047,176.00		\$3,663,968.00	\$12,952,811.00
1	26	English Learners	Primary Language Testing				\$980.00	\$980.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	27	Low Income	Innovative Learning Technology Coaches	\$146,000.00		\$76,000.00		\$222,000.00
2	1	English Learners Low Income	Parent and Family Engagement	\$123,657.00				\$123,657.00
2	2	English Learners Foster Youth Low Income	LCAP Survey	\$22,510.00			\$6,150.00	\$28,660.00
2	3	Foster Youth	Foster Connections	\$39,041.00				\$39,041.00
2	4	All	Communication Tools and Resources		\$75,000.00			\$75,000.00
2	5	English Learners	Parent iPad Academy				\$9,500.00	\$9,500.00
2	6	English Learners	Interpreter		\$59,153.00			\$59,153.00
3	1	All	Climate Survey	\$13,000.00				\$13,000.00
3	2	English Learners Foster Youth Low Income	Elementary MTSS/CAST	\$70,000.00				\$70,000.00
3	3	Foster Youth Low Income	Foster Youth Staff	\$100,820.00			\$49,242.00	\$150,062.00
3	4	Foster Youth Low Income	Foster Youth Mentors	\$36,411.00				\$36,411.00
3	5	All	Safe School Professional Learning	\$7,582.00				\$7,582.00
3	6	All	Counseling Services		\$892,740.00		\$171,186.00	\$1,063,926.00
3	7	Students with Disabilities	Additional Special Education staff	\$2,629,078.00				\$2,629,078.00
3	8	All	Technology: Safety and Security		\$169,433.00			\$169,433.00
3	9	English Learners Low Income	Culturally Relevant Teaching	\$39,200.00				\$39,200.00
3	10	All	Equity, Access and Inclusion		\$113,079.00		\$183,590.00	\$296,669.00
3	11	All	Equity Task Force		\$100,000.00		\$50,000.00	\$150,000.00
3	12	All	Additional health services support	\$1,331,024.00				\$1,331,024.00
4	1	English Learners Foster Youth Low Income	School Site Allocations	\$3,561,419.00				\$3,561,419.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	English Learners Foster Youth Low Income	Administrative support for categorical programs	\$1,334,654.00			\$447,023.00	\$1,781,677.00
4	3	All	Textbooks		\$6,888,000.00			\$6,888,000.00
4	4	All	Facilities Support	\$10,000.00				\$10,000.00
4	5	English Learners Foster Youth Low Income	Increase attendance and enrollment rates	\$180,216.00				\$180,216.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$16,796,203.00	\$21,021,909.00
LEA-wide Total:	\$14,112,125.00	\$17,130,290.00
Limited Total:	\$2,538,078.00	\$3,669,619.00
Schoolwide Total:	\$146,000.00	\$222,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	EL and Academic Language Professional Development	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$58,391.00	\$654,758.00
1	2	EL Academic Support Services	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,034,191.00	\$1,064,910.00
1	3	EL and Academic Language Supplemental Resources	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$33,000.00	\$90,432.00
1	4	Professional Development and Support for Core Subjects	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$74,790.00	\$74,790.00
1	5	Outside Professional Development Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,000.00	\$69,000.00
1	7	Mathematics Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$169,166.00	\$169,166.00
1	8	Career Technical Education	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	\$2,118,220.00	\$4,253,789.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	College and Career Readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$458,318.00	\$514,318.00
1	12	Science Center	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,735.00	\$173,735.00
1	13	Early Learning Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,120,349.00	\$1,189,905.00
1	14	Foster Youth support	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$2,390.00	\$2,390.00
1	15	Student Community Services Administrator	LEA-wide	Foster Youth Low Income	All Schools	\$83,320.00	\$235,269.00
1	16	Middle School Athletics and Lacrosse	LEA-wide	Foster Youth Low Income	Middle and High Schools	\$173,041.00	\$173,041.00
1	17	AP, IB, STEM and VAPA	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,027,644.00	\$3,027,644.00
1	18	Secondary Academic Support	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Middle & High Schools	\$1,898,757.00	\$1,898,757.00
1	19	P21 Specialists	LEA-wide	English Learners Foster Youth Low Income	High Schools 9th-12th	\$299,533.00	\$299,533.00
1	21	Assessment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$207,000.00	\$534,199.00
1	22	iLead, Student Achievement Committee, and Assessment Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$171,430.00	\$363,930.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	27	Innovative Learning Technology Coaches	Schoolwide	Low Income	Specific Schools: Yorba Middle School and Portola Middle School	\$146,000.00	\$222,000.00
2	1	Parent and Family Engagement	LEA-wide	English Learners Low Income	All Schools	\$123,657.00	\$123,657.00
2	2	LCAP Survey	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,510.00	\$28,660.00
2	3	Foster Connections	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$39,041.00	\$39,041.00
3	2	Elementary MTSS/CAST	LEA-wide	English Learners Foster Youth Low Income	Elementary TK-6th	\$70,000.00	\$70,000.00
3	3	Foster Youth Staff	LEA-wide	Foster Youth Low Income	All Schools	\$100,820.00	\$150,062.00
3	4	Foster Youth Mentors	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Secondary Schools 7-12	\$36,411.00	\$36,411.00
3	9	Culturally Relevant Teaching	LEA-wide	English Learners Low Income	All Schools	\$39,200.00	\$39,200.00
4	1	School Site Allocations	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,561,419.00	\$3,561,419.00
4	2	Administrative support for categorical programs	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,334,654.00	\$1,781,677.00
4	5	Increase attendance and enrollment rates	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,216.00	\$180,216.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.