



LCAP Update

District Advisory Committee
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Elena Rodriguez
Executive Director
Accountability and Equity



What is LCAP?



LCAP is the acronym for Local Control and Accountability Plan which is a tool for districts to communicate our goals, plan actions and leverage resources that will improve student outcomes and address any performance gaps. Especially for our English Learners, low income and foster youth students for whom we receive supplemental dollars for.

Annually we publish our LCAP survey that gathers input from a wide variety of our engaged educational partners: parents and caregivers, staff and students to inform our actions, programs and services in our LCAP.

Local Control and Accountability Plan for 2021-2024

Strategic Objectives	E	D	G	E
	Excellence in Academics and Leadership	Dedicated and engaged communication	Genuine Wellness and Safety	Efficient utilization of fiscal capital
				
Goal	<i>Orange Unified promotes overall student achievement by cultivating and maintaining a positive school culture, equitable learning experiences and system of support for personal and academic student growth that will prepare them for opportunities in college, career and beyond.</i>	<i>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.</i>	<i>Orange Unified will continue to support high levels of student engagement and wellness by emphasizing strong student social emotional support and safety protocols.</i>	<i>Orange Unified maintains a high quality educational program supported by efficient and safe facilities, strategic fiscal management and by establishing partnerships through engaging outreach efforts that enhance support for overall student achievement.</i>
Actions	Academic achievement, engagement and assessment support for English Learners, Foster Youth and Low Income students. Professional learning for staff in all content areas and tech for all subgroups, CTE support, College and Career Readiness, GATE support and support for Early Learning	Parent and family engagement and education, communication tools, district interpreter	Multi-tiered system of support, foster youth supports, safe school training, counseling services, special education support, psychologist services, technology safety, culturally relevant teaching, equity, access and inclusion, nurses and student intervention resources	Basic services: school allocations for LCFF, textbooks, staffing for state and federal program support, facilities, attendance support

LCAP Template Content

1. Budget Overview for Parents
2. *Supplement to Annual Update for 2021-22 **
3. LCAP 2021-2024
 - Plan Summary
 - General Information
 - Reflection of successes
 - Reflection of Needs
 - LCAP Highlights
 - *Engaging Educational Partners**
 - Goals and Actions
 - Increased or Improved Services for Foster Youth, English Learners and Low-income students
 - 2022-23 Total Expenditure Tables
 - *2022-23 Contributing Actions Tables**
 - *2021-22 Annual Update Table**
 - *2021-22 Contributing Actions Annual Update Table**
 - *2021-22 LCFF Carryover Table**
 - LCAP Instructions

*changes to the template released for last year

LCAP Process and Timeline

Communication throughout LCAP process

- Ongoing educational partners meetings at district level
- Site leaders sharing LCAP survey results with their community
- Site and district leaders holding focus groups
- Share LCAP draft highlights with DAC/DELAC in April/May
- Consultation with Bargaining Units on May 9th and May 12th

Timeline for LCAP approval:

- May 9-submit LCAP to OCDE for review
- May 19-LCAP Public Hearing
- June 2-LCAP and Budget for Board approval



LCAP Survey Participation rates:

Survey Window: 10/25/21-1/14/22

Parents/Caregivers	4,709
Staff	756
Students	4,575
Total for survey	10,040

Priorities Gathered from Survey

Focus Area 1:

- Parents: enrichment, college and career prep, VAPA
- Students: VAPA, mental health counselors, college and career prep
- Staff: Intervention support, mental health counselors, enrichment

Focus Area 2:

- Parents: communication w/home, parent workshops, community partnerships
- Students: communication w/home, parent workshops, community partnerships
- Staff: communication w/home, community partnerships, parent workshops

Focus Area 3:

- Parents: student wellness, anti-bullying, safety protocols
- Students: student wellness, anti-bullying, discipline policies
- Staff: student wellness, discipline policies, attendance policies

Focus Area 4:

- Parents: access to technology, facility improvements, cleanliness
- Students: access to technology, cleanliness, facility improvements
- Staff: facility improvements, access to technology, cleanliness

LCAP Focus Group participation

- 65 focus groups including site and district
- Site focus groups varied between parents and students
- All district committees conducted a focus group
- Results from all focus groups were disaggregated by Strategic Focus Areas
- Results were divided by actions going well and actions needing improvement



Overview of Focus Group Feedback

	Strengths	Challenges
Excellence in Academics and Leadership	• iReady • Learning loss improvements • Intervention/enrichment	• Learning gaps • Equitable grading practices • Too many assessments
Dedicated and Engaged Communication	• School to home communication • Staff to student communication	• Parent understanding of iReady reports • Family participation at school events • Multi-media communication
Genuine Wellness and Safety	• Social emotional support for students • Presence of caring adult • Safe campus	• Need for more mental health support • Need full time counselor at elementary sites
Efficient Utilization of Fiscal Capital	• Current facility upgrades	• More facility upgrades • Restroom cleanliness

Comparison of Survey and Focus Groups

The following were identified as priorities on both the survey and in focus group data:

- Enrichment
- Social emotional/mental health support
- School/Home Communication
- Safe environment
- Facilities upgrades



Examples of LCAP Metrics used to monitor progress

Metric	Baseline	2021/22 LCAP	Desired Outcome for 2023/24
Graduation rate	93.2%	95.5%	96.2%
Students completing CTE Pathway	850	759	929
STEM Programs offered at sites	41	46	49
Participation in DELAC meetings	20	35	50
% of students w/district devices checked out to them	59.7%	82.6%	100%
% students reclassified to fluent English proficient	16%	19%	19%

Enhancements to LCAP 2021-2024 (*Year Two*)

- Shift of action costs from supplemental to general fund or lottery-due to the fact actions are no longer supplemental in nature and are now considered a basic function for OUSD
- Increase of funds needed for intervention supports through Student and Community Services
- A new LCAP metric for interdistrict transfers in and out of our district
- Increase funding to support ELPAC testing
- Overall decrease in LCFF Supplemental allocation due to decline in enrollment and decrease of students identified as EL, LI and FY. (\$655K)

Questions?

Elena Rodriguez

Executive Director

Accountability, Equity and School Support

erodriguez@orangeusd.org

(714)628-5405