

Local Control and Accountability Plan-*draft*



Presented by:
Office of Accountability, Equity and
School Support

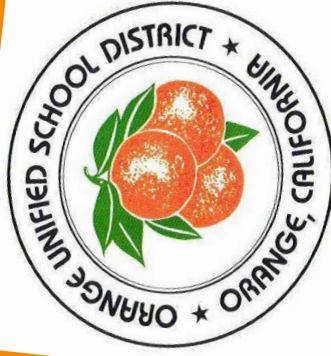
Elena Rodriguez, Executive Director
Sandy Schaffer, Administrator



What is the LCAP?

Local Control and Accountability Plan is a three year plan to:

- respond to student and community needs
- address any performance gaps
- meet its obligation to increase or improve services for Foster Youth, English Learners, and low-income students



Local Control and 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	Ernest Gonzalez Acting Superintendent	esuperintendent@orangeusd.org (714) 628-4487

Goals and Actions

Goal

Goal #	Description
1	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. State Priorities: #1 State Standards, #4 Pupil Achievement, #7 Course Access and #9 Other Pupil Outcomes)

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 our 2021-22 Smarter Balanced Assessments (state testing) showed that mathematics continues to be an area of concern across most grade levels and among specific student groups such as our homeless and students with special needs which has put us into Differentiated Assistance with the State of California. English Language Arts assessments showed that we had grown, but as we review our local data through the Differentiated Assistance guidance from Orange County Department of Education, 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

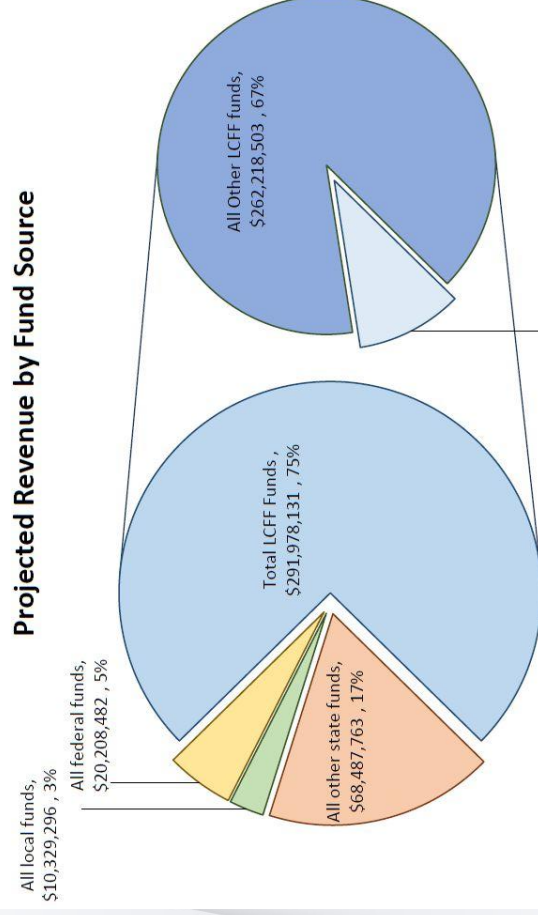
LCAP Contents

1. Budget Overview for Parents
2. LCAP 2021-2024
 - Plan Summary
 - General Information
 - Reflection of successes
 - Reflection of Needs
 - LCAP Highlights
 - Educational Partners Engagement
 - Goals and Actions
 - Increased or Improved Services for Foster Youth, English Learners and Low-income students
 - Action and Expenditure Tables
 - Instructions
3. LCAP Federal Addendum



Budget Overview for Parents

The document is intended to be a user-friendly budget summary linking district expenditures to goals, actions and services described in the LCAP.



Total revenue for OUSD: \$391,003,672

LCFF (base, supplemental and concentration): \$291,978,131

LCFF (supplemental and concentration): \$29,759,628

Federal funds: \$20,208,482

Local funds: \$10,329,296

Other state funds: \$68,487,763

LCAP Plan Summary

Reflections of Successes:

- *Transparency-85% of parents say they are informed of ways to be involved; 84% say they are encouraged to take part in trainings
- *Implementation of ELOP for unduplicated pupils
- *Dual Immersion
- *IB at elementary level
- *Expansion of TK sites

Identified Needs:

- *Differentiated Assistance for SPED and Homeless students-need to show improvement in academics and chronic absenteeism
- *Continue to improve language acquisition for English Learners
- *Improve facilities
- *Continue to work on campus cleanliness

Highlights:

Addition of the following actions:

- 1.28**-creation and implementation of EL observation tool
- 2.7**-increased supports for students living in group homes
- 2.8**-access to community supports and resources for EL, LI and FY
- 3.6, 3.7**-increased services of counselors and psychologists



Engaging our Educational Partners:

Focus Groups and surveys

- All sites conducted student, parent and/or staff focus groups (Approximately 70 across all sites)
- District focus groups by department (5 at District level)
- 406 Parents, 331 Students and 221 Staff participated=958
- Focus groups were held November, 2022 through February, 2023
- Focus groups were asked to provide input on iReady, Paper Education, ELOP, ELEVO (for elementary) and 1:1 Technology

LCAP Survey Group	2022/23	2021/22
<i>Parents</i>	6,041	3,733
<i>Elem. Students</i>	4,872	4,329 (Elem and Sec)
<i>Sec. Students</i>	4,497	
<i>Staff</i>	873	626
Total Completed	16,283	8,688

**17,241
participants!**

Top 5 Trends from the LCAP survey

Parents	Students-Middle/High	Students-Elem	Staff
Improve facilities	Dress code too strict	Maintenance of school/restrooms	Teacher/students ratio too high
Very happy w/school	Open restrooms all day	Very happy w/school	Improve facilities
Increase safety protocols	Improve facilities	Improve quality of food	Support for inclusion
Maintenance of school/restrooms	Maintenance of school/restrooms	More enrichment/extra curriculars	More discipline/behavior support
Teacher/students ratio too high	Improve quality of food	Better playground equipment	Increase safety protocols

Focus Group Trends

	iReady	Paper Education	ELOP	ELEVO	1:1 Technology
Parent	• Positive • My child doesn't like it • Provides data to me • Challenges my child	• Not familiar • My child doesn't like it • Great for essays and math support • My child says it is helpful	• Love the program • Positive • Want access even if my child does not qualify • Like the homework club option	• Overall positive • My child likes it • Implement two times a week • Lack of supervision	• Positive • Like use of district device • Students on device too much • Help with communication with teacher
Student	• Positive • Boring • Too much pressure • Doesn't match what is being taught	• Not many kids use it • Helpful • Some tutors are not good • Response time too long	• Fun • Like the variety • Positive • Add more variety	• Fun, really like it • Not enough time to actually play the games • Lack of rules • Boring	• Like having my own device • Too much time on device • Prefer paper assignments • Easy for some students to cheat
Staff	• Positive • Assists with small groups • Great for progress monitoring • Should not come out of school budget	• Valuable when used correctly • Not many students use • Not familiar with it • Not beneficial	• Positive • Provide more options • Include more tutoring • Include more students	• Much better than last year • Students love it • Lack of behavior management • Teachers like the grade level time	• Positive • Allows for differentiated instruction • Prefer iPads for younger students • Useful for student collaboration

LCAP Goals and Actions

Goal 1

Excellence in Academics and Leadership

Academic achievement, engagement and assessment support for English Learners, Foster Youth and Low Income students. Professional learning for staff in all content areas and technology, CTE support, College and Career Readiness, GATE support and support for Early Learning, additional personnel for elementary ratios, technology and assessment support, math support

Goal 2

Dedicated and Engaged Communication

Parent and family engagement and education, communication tools, district interpreter, parent advisory groups, systems of outreach for families/caregivers

Goal 3

Genuine Wellness and Safety

Multi-tiered system of support, foster youth supports, safe school planning, counseling services, special education support, psychologist services, technology safety, opportunity and access, nurses, support for diverse learners

Goal 4

Efficient Utilization of Fiscal Capital

Basic services: school allocations for LCFF, textbooks, staffing for state and federal program support, facilities, attendance support

Comprehensive Support and Improvement

Only one school site identified as CSI in OUSD

Criteria:

- ▶ Low graduation rate - high schools w/grad rate <68% averaged over 2yrs
- OR
- ▶ One of the lowest-performing 5% of Title I-funded schools

(based upon one of these:)

- ▶ All red indicators
- ▶ All red but one indicator
- ▶ All red and orange indicators
- ▶ 5 or more indicators w/majority red

Must do:

- ▶ Develop and implement an evidence-based plan for improvement w/support from district office and OCDE

LCAP Enhancements for Year 3

- ▶ Action 1.13 Early Learning and Elementary Support-added to action for instructional aides and additional teachers in elementary to reduce combos
- ▶ Action 1.14 Foster Youth Supports-provide hotspots
- ▶ Action 1.7 and 1.27 Additional math supports
- ▶ Action 1.28 Focus on best first instruction for English Learners
- ▶ Actions 2.7 and 2.8 outreach and family/caregiver engagement
- ▶ Action 3.5 shift of focus to ensure district wide safety plan increases engagement of students
- ▶ Action 3.6 shift of funding support for counselors to supplemental funding to ensure continued support
- ▶ Action 3.7 shift of funding support for additional psychologists to supplemental to ensure continued support
- ▶ Action 3.13 ensure funding for supports and programs provided by Student Community Services
- ▶ Action 4.1 provide sites with additional funding for their use in their school planning

LCAP Federal Addendum

Per federal law, OUSD provides for the equitable participation of private schools students in private schools located within our boundaries.

Title 1

Improving Basic Programs Operated by State and Local Educational Agencies

Supplemental funding for: Resource teachers, additional sections in secondary, instructional specialist support, homeless support, administrative support for programming

Title II

Supporting Effective Instruction

Supplemental funding for: professional development for those that work directly with students, with specific attention to AVID support and implementation as well as support for Multi-tiered systems of support

Title III

Language Instruction for English Learners

Supplemental funding for: Instructional Specialist to support English Learner instruction districtwide and professional learning for teachers on English Learner strategies

Title IV

Student Support and Academic Enrichment

Supplemental funding for: activities related to well rounded education, safe and healthy schools and effective use of technology

LCAP Process and Timeline

(August to June)

Communication throughout

LCAP process:

- Ongoing educational partners meetings at district level
- Site leaders share LCAP survey results with their community
- Site and district leaders hold focus groups
- Share LCAP draft highlights with DAC/DELAC
- Consult with Bargaining Units
- Consult with SELPA

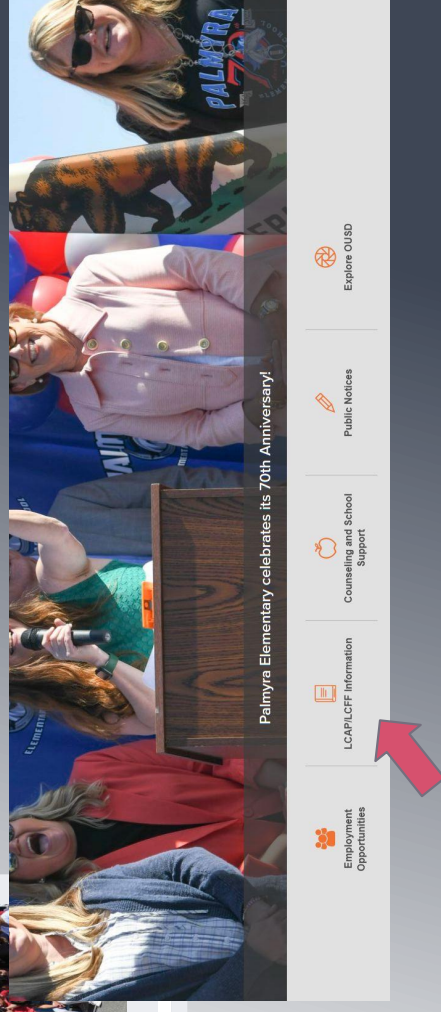
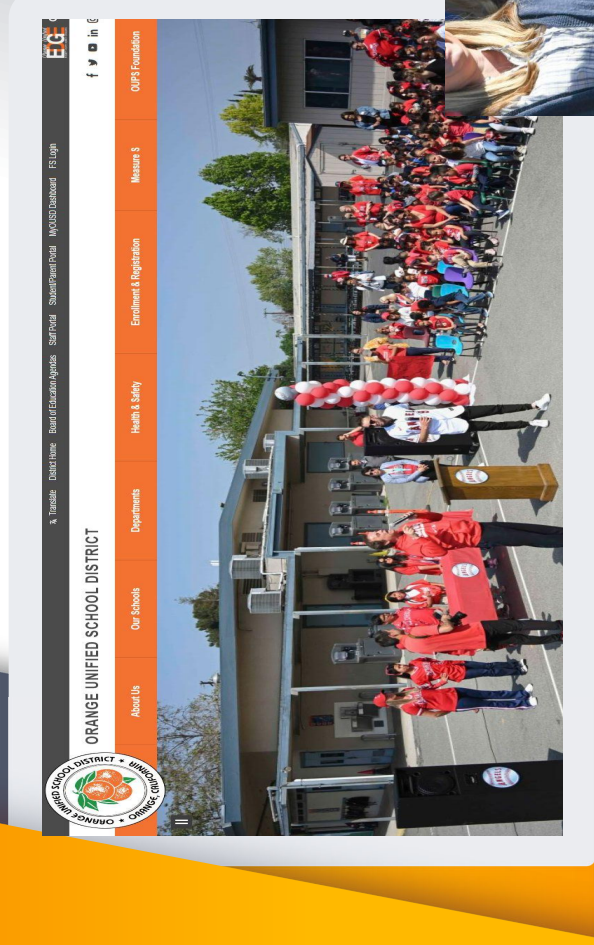
Timeline for LCAP

approval:

- May 22-submit LCAP to OCDE for review
- June 1-LCAP Public Hearing
- June 20-LCAP and Budget for Board approval

Where can I find the LCAP?

Go to OUSD Main page and scroll down to middle of page:



[Link: LCAP Rough draft](#)



Thank you!