

2021 Local Control and Accountability Plan Overview



District Advisory Committee
May 12, 2021

Elena Rodriguez, Executive Director
Accountability, Equity and School Support

Purpose of LCAP



Given present performance across state priorities and on indicators in the California School Dashboard, the LCAP must outline how is the District using its budgetary resources 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

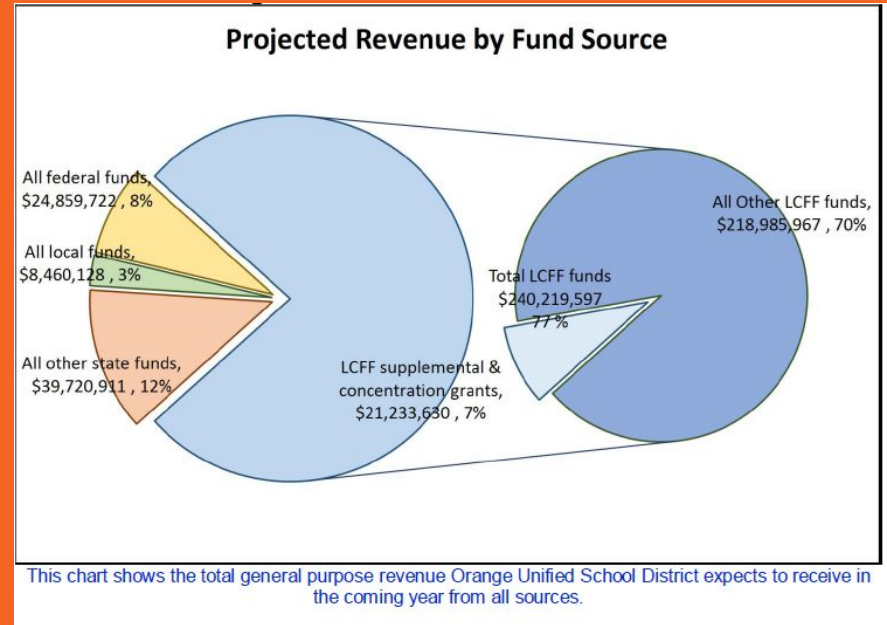
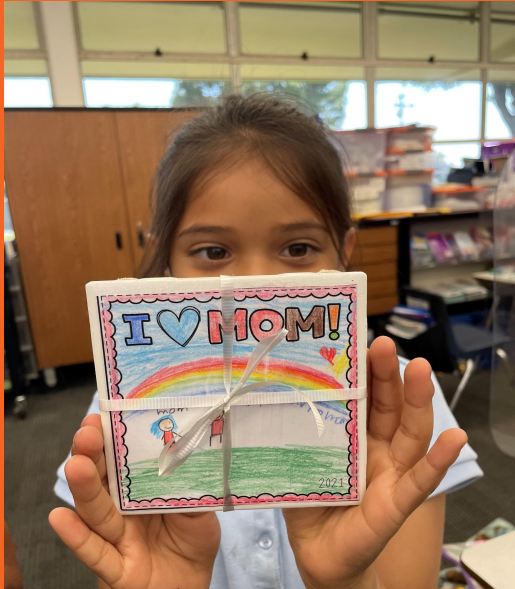


LCAP Document Elements Overview

1. Budget Overview for Parents
2. Annual Update for 2019-20 LCAP and 2020-21 Learning Continuity Plan (LCP)
3. LCAP 2021-2024
 - Plan Summary
 - General Information
 - Reflection of successes
 - Reflection of Needs
 - LCAP Highlights
 - Stakeholder Engagement
 - Goals and Actions
 - Increased or Improved Services for Foster Youth, English Learners and Low-income students
 - Instructions
 - Expenditure Tables

Section 1: Budget Overview for Parents

(pages 1-4)



Section 2:

Annual Update for

2019-20

(pages 5-77)

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).

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
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

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.

[Add text here]

Analysis of In-Person Instructional Offerings

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

[Add text here]

Annual Update for

Learning Continuity Plan

for 2020-21

Section 3:

LCAP

Plan Summary

(pages 78-85)

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

Local Educational Agency (LEA) Name [Insert LEA Name here] Contact Name and Title [Insert Contact Name and Title here] Email and Phone [Insert Email and Phone here]

Plan Summary [LCAP Year]

General Information
A description of the LEA, its schools, and its students.
[Respond here]

Reflections: Successes
A description of successes and/or progress based on a review of the California School Dashboard (Dashboard data).
[Respond here]

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.
[Respond here]

LCAP Highlights
A brief overview of the LCAP, including any key features that should be emphasized.
[Respond here]

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.
[Identify the eligible schools here]

Stakeholder Engagement

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

[Respond here]

A summary of the feedback provided by specific stakeholder groups.

[Respond here]

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

[Respond here]



Stakeholder Engagement

(pages 86-92)

Goals and Actions

(pages 93-114)



Goals

- Why the goal was developed
- How we will measure progress

Actions

- Description, funds and if action contributes to low-income, foster youth or English Learners

Goals and Actions

Goal

Goal #	Description
[Goal #]	[A description of what the LEA plans to accomplish.]

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

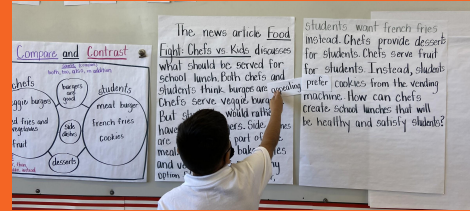
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Increased or Improved Services

(pages 115-122)



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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

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.

[Provide description here]

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

[Provide description here]

Expenditure Tables

(pages 134-141)

Total Expenditures Table									
		LCFF Funds		Other State Funds		Local Funds		Federal Funds	
		\$21,233,630.00		\$20,268,003.40		\$76,000.00		\$5,855,262.00	
		Total Personnel		Total Non-personnel		Total Funds			
		\$26,907,746.00		\$20,525,149.40		\$47,432,895.40			
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	EL and Academic Language Supplemental Resources	\$33,000.00			\$57,432.00	\$90,432.00	
1	4	Low Income	Professional Development and	\$74,790.00				\$74,790.00	

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$21,233,630.00	\$47,432,895.40
LEA-wide Total:	\$14,112,125.00	\$19,188,316.00
Limited Total:	\$2,538,078.00	\$3,669,619.00
Schoolwide Total:	\$148,000.00	\$222,000.00

LCAP Process: Stakeholder engagement (between 1/11-21-3/5/21)

Survey Responses

Student	Parent	Staff	Total
5,412	4,019	1,382	10,813



Trends from LCAP survey



Top trends from open ended question on
LCAP Survey

- Maintenance and Facilities
- Increase Student Wellness supports
- Increase Student Connectedness



Focus Area 1:

Parents	Staff	Students
<ul style="list-style-type: none">• Access to enrichment activities• College and career preparedness• Equitable access to programs and classes	<ul style="list-style-type: none">• Intervention support• Access to enrichment activities• College and career preparedness	<ul style="list-style-type: none">• Access to enrichment activities• College and career preparedness• VAPA

Focus Area 2:

PARENTS, STAFF AND STUDENTS (ALL HAD SAME ORDER OF PRIORITIES)
<ul style="list-style-type: none">• Parent family workshops• Establishing partnerships within the community• Communication with home

Focus Area 3:

Parents	Staff	Students
<ul style="list-style-type: none">• Student wellness• Anti-bullying• COVID-19 protocols	<ul style="list-style-type: none">• Student wellness• Anti-bullying• Attendance policies	<ul style="list-style-type: none">• Student wellness• Anti-bullying• COVID-19 protocols



Focus Area 4:

Parents, Staff and Students (all had same order of priorities)
<ul style="list-style-type: none">• Access to technology• Facility improvements• Facility cleanliness



Overview of LCAP Stakeholder Focus Groups

We had a total of 608 stakeholders engaged in 60 different focus groups at the site and department levels

	Going well	Need to improve or more of
E	Instructional software, in-person instruction and livestreaming	More enrichment, tutoring and no livestreaming
D	Home to school communication	Parent education, parent outreach of resources, parent participation
G	COVID protocols	More counseling services and physical activity
E	Providing devices and hotspots	Facility improvements, AVID tutors, more technology



Highlights to 2021-2024 LCAP



A purposeful focus on culturally relevant environments in our schools.

Aligned to the EDGE of our Board's Strategic Plan.

Goal 1:	Academic achievement, engagement and assessment support for EL, FY and LI. 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
Goal 2:	Parent and family engagement and education, communication tools, interpreter
Goal 3:	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
Goal 4:	Basic services: school allocations for LCFF, textbooks, staffing for state and federal program support, facilities, attendance support

Next Steps:

- 5/6/21-5/13/21 Review by Orange County Department of Education
- 5/11/21-Share draft with our labor partners (OUEA and CSEA)
- 5/12/21-Share draft with DAC
- 5/20/21-Share draft with DELAC
- 5/20/21-Board of Education Public Hearing of LCAP
- 6/3/21-Board of Education anticipated approval of LCAP
- 6/8/21-Submit approved LCAP to County Office

Questions or input?

Please contact me at: erodriguez@orangeusd.org