Local Control and Accountability Plan (LCAP) Annual Update, Survey Results, and Proposed Actions (2016-19)

ORANGE UNIFIED SCHOOL DISTRICT
DISTRICT ADVISORY COMMITTEE (DAC) PRESENTATION
APRIL 27, 2016
Presentation Agenda

Review of the Local Control Funding Formula (LCFF) and LCAP
Annual Update on 2015-16 LCAP Goals
Analysis of Community/Stakeholder Engagement Survey
Proposed Refined Goals, Actions and Services for LCAP 2016-19
Local Control Funding Formula (LCFF) -
First major change to California K-12 financial system in nearly 40 years

Established funding target for all school districts to reach by 2020-21
Goal to simplify K-12 district funding (upon full implementation)
Funding based on demographic profile of students
Increases flexibility at local level by reducing state expenditure restrictions
Increases accountability and participation at the local level
LCAP Guiding Principles

Subsidiarity
- Decision making most effective at local level
- Flexibility to use LCFF to improve student outcomes

Transparency
- Engagement with all stakeholders
- Describe how funds will increase services to most neediest pupils

Student Focused
- Based on local needs and closing achievement gap
Annual Update on 2015-16 LCAP Goals

ANALYSIS OF THE CURRENT YEAR ACTIONS AND SERVICES
Conditions for Learning (2015-16)

All Students will receive a high quality education in a safe environment that prepares them to graduate from high school college and career ready.

Actions, Services, and Expenditures include:

Multiple Professional Development opportunities for teachers on new state standards and instructional strategies

Expansion of the Career Technical Education (CTE) pathways

Additional review of supplemental instructional materials

Enhance support to new school technology

Develop facilities projects to support safe school environment and climate

Enhance Curriculum & Instructional Technology

Design 21st Century Virtual Learning to support expansion of on-line applications – Accelerated Math

Dual Enrollment Partnership with Santiago Canyon College

Instructional specialists hired for curriculum/technology

Added almost 6,000 personal computing devices to schools
Pupil Outcomes (2015-16)

All Students will attain mastery or demonstrate academic growth toward mastery in core content areas.

**Actions, Services, and Expenditures include:**

Academic Language Support
AVID at all middle/high schools and 10 elementary schools
Extend service support to English Learners
Increase services in Early Learning to promote expansion of preschool
High School Academic development of academies with alignment to elementary and middle school
Library media specialists for middle schools to improve digital literacy skills
Continue to refine and expand credit recovery/online classes
Summer School intensive support – English Learners and Advanced Placement access and opportunity
Expansion of AVID, Honors, GATE IB and access to A-G courses to align with elementary and secondary
Identify supplemental materials to support English Learners
Engagement (2015-16)
Student and Parent Engagement will be promoted through an increased sense of safety and improved school climate and school connectedness

Actions, Services, and Expenditures include:

- Intensify high school mental health counseling
- Support Learning Academy Model and Inclusion
- Parent Education – Growth Mindset, CAASPP, School Smarts & Parent 2 Parent
- College and Career resources
- Science, Technology, Engineering and Mathematics (STEM)
- Attendance rates up at all schools and suspension rates are low at 1.2%
- Increased attendance rates in afterschool programs
- Improved number and frequency of parent trainings on a variety of topics
- Increased access and opportunity for technology training for students
Analysis of Community & Stakeholder LCAP Engagement Survey

ANALYSIS OF THE CURRENT 2015-16 STAKEHOLDER ENGAGEMENT LCAP SURVEY RESULTS
## Engagement in LCAP survey

### Overall

<table>
<thead>
<tr>
<th>Year</th>
<th>English responses</th>
<th>Spanish responses</th>
<th>Total responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>1096</td>
<td>298</td>
<td>1394</td>
</tr>
<tr>
<td>2014-2015</td>
<td>6025</td>
<td>498</td>
<td>6523</td>
</tr>
<tr>
<td>2015-2016</td>
<td>6521</td>
<td>975</td>
<td>7496</td>
</tr>
</tbody>
</table>

### Parents

<table>
<thead>
<tr>
<th>Year</th>
<th>Total responses</th>
<th>% participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>1853</td>
<td>29</td>
</tr>
<tr>
<td>2015-2016</td>
<td>3232</td>
<td>43</td>
</tr>
</tbody>
</table>

### Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Total responses</th>
<th>% participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>3681</td>
<td>56</td>
</tr>
<tr>
<td>2015-2016</td>
<td>3247</td>
<td>44</td>
</tr>
</tbody>
</table>

### Other: (Community, Classified, Certificated and Leadership)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total responses</th>
<th>% participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>885</td>
<td>15</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1061</td>
<td>13</td>
</tr>
</tbody>
</table>
Analysis of Community/Stakeholder Engagement Survey

1. OUSD helps students stay engaged and motivated to attend school regularly by providing counseling, social, emotional and behavior support.

   - English Responses= 5,444*
     - Strongly disagree: 3.7
     - Disagree: 7.8
     - Agree: 33.3
     - Strongly agree: 55.3

   - Spanish Responses= 876*
     - Strongly disagree: 2.4
     - Disagree: 5.6
     - Agree: 39.5
     - Strongly agree: 52.5

2. OUSD helps students do well in class by providing opportunities to demonstrate knowledge via technology, oral presentations or collaborative projects.

   - English Responses= 5,710*
     - Strongly disagree: 2.4
     - Disagree: 5.6
     - Agree: 39.5
     - Strongly agree: 52.5

   - Spanish Responses= 856*
     - Strongly disagree: 2.7
     - Disagree: 1.5
     - Agree: 40.1
     - Strongly agree: 55.7

*These graphs do **not** reflect the “no opinion” responses.
Analysis of Community/Stakeholder Engagement Survey

3. OUSD helps students do well in class by providing strategies to develop critical thinking skills and creativity.

4. OUSD helps more students prepare for academic success including college and career readiness by offering interesting and engaging school curriculum with real world application.

*These graphs do **not** reflect the “no opinion” responses.
5. OUSD helps more students prepare for academic success including college and career readiness by offering college workshops and career fairs.

6. OUSD helps more parents become involved by increasing parent communication between parents, teachers and administrator.

*These graphs do not reflect the “no opinion” responses.
Analysis of Community/Stakeholder Engagement Survey

Last open ended question asking how OUSD can improve our children’s educational experience that will help them be college and career ready?

Top 7 common responses

- More technology in classroom
- More parent, student, counselor, psychologist, and teacher interaction/support
- Additional College level electives
- More After school programs
- More Sports and Athletics
- Fieldtrips, AVID program and more school-wide activities
- Additional career educational opportunities
## Analysis of Community/Stakeholder Engagement Survey

### Stakeholder Engagement Summary of Participants Comments

<table>
<thead>
<tr>
<th>What other ways can OUSD improve your child’s educational experience that will help him/her be college and career ready?</th>
<th># responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication/ Interaction/ Support for parents and students by a counselor, psychologist and teacher - More counselors - more mental health support</td>
<td>546</td>
</tr>
<tr>
<td>More Technology - iPads, Apps, Computer Labs and Tech classes w/ Tech teacher</td>
<td>388</td>
</tr>
<tr>
<td>After school Programs - Academic Labs/ Tutoring/ Homework Help or Club</td>
<td>388</td>
</tr>
<tr>
<td>Better Curriculum/ More Electives / College Level or college style classes</td>
<td>335</td>
</tr>
<tr>
<td>PE Teacher / More Recess / More Sports</td>
<td>261</td>
</tr>
<tr>
<td>Career Education- Professionals from the community coming to schools/ CTE/ ROP</td>
<td>246</td>
</tr>
<tr>
<td>Improve Facilities</td>
<td>243</td>
</tr>
<tr>
<td>More College Info/ Reference Material Distributed at all Levels K-12</td>
<td>211</td>
</tr>
<tr>
<td>Teachers &amp; Principals More Knowledgeable / Help / Be More Supportive</td>
<td>196</td>
</tr>
<tr>
<td>Smaller Class Sizes</td>
<td>157</td>
</tr>
<tr>
<td>More Project Based Learning/ Clubs- Engineering, Debate, STEM</td>
<td>157</td>
</tr>
<tr>
<td>Fieldtrips/ More Campus Activities</td>
<td>152</td>
</tr>
<tr>
<td>“Real World” Problem Solving</td>
<td>123</td>
</tr>
<tr>
<td>Engaging Lessons- Students need to relate to lessons</td>
<td>120</td>
</tr>
<tr>
<td>Avid Program-</td>
<td>109</td>
</tr>
<tr>
<td>Better Food on Campus</td>
<td>104</td>
</tr>
<tr>
<td>Safer Schools</td>
<td>92</td>
</tr>
<tr>
<td>College Scholarships &amp; Campus Visits</td>
<td>86</td>
</tr>
<tr>
<td>Pre-school Funding/ Early Education</td>
<td>82</td>
</tr>
<tr>
<td>Art &amp; Music-</td>
<td>75</td>
</tr>
<tr>
<td>More Access to Supplies &amp; Books for Students</td>
<td>73</td>
</tr>
<tr>
<td>Parent Participation Workshops</td>
<td>67</td>
</tr>
</tbody>
</table>

**Results out of 3,718 written comments of both the English and Spanish survey responses.**

### Total Responses

7496 (As of 4/20/16)
Proposed Refined Goals, Actions and Services for LCAP 2016-19
Conditions for Student Learning

- Professional Development in Content Areas
  - Multi-tiered System of Support (MTSS)
  - English Language Acquisition and Thinking Maps
  - Inclusive Schooling

- Course Access
  - Expansion of AVID, STEM, Robotics, and CTE
  - Equal Opportunities Schools (EOS) - open access to Advanced Placement
  - College/Career Online
  - English Learner Support

- Enhance support to new school technology
  - Update Data Center
  - Bring Your Own Device (BYOD)

- Facilities projects to support safe school environment and climate
  - Maintenance and facilities project funding
  - Support Class Size Reduction

- Enhance Curriculum & instructional technology support
Pupil Outcomes

- Intervention Programs at each school to support English learners
  - Secondary summer school
  - Elementary Collaborative Academic Support Teams (CAST)
  - Elementary Response to Intervention (RTI) Teachers

- AVID sections at each middle, high school and a total of 19 elementary schools to support college readiness

- Digital Portfolios

- College Board Fees and universals PSAT testing

- Advanced Placement and International Baccalaureate support

- GATE support – universal testing and advanced learning differentiation

- Increase Early Learning by expansion of preschool

- High School Academic Specialists to support development of Academies with alignment to elementary and middle schools
Teacher on Special Assignment for Family Engagement
Teacher on Special Assignment for Student Engagement
Parent Education on Mental Health and supports
Foster Youth Connections
Sessions on educational programs, attendance, standards and testing
Additional special needs support to expand Learning Academy model
Mental Health counselors, nurses and psychologists
Coordinator of Foster Youth and Homeless
California Health Kids Survey
Foster Youth Mentor Program
Middle School Athletic Program
Community Liaisons
Next Steps

- LCAP Draft Public Posting on line – 4/22/16
- Comments/input from DAC/DELAC
- Consultation with Bargaining Units
- LCAP Public Hearing
  May 26, 2015
- LCAP and Budget Board Approval
  June 9, 2016
Questions?