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# Educational Services

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Date: June 6, 2014  
To: Michael L. Christensen, Superintendent  
From: Gunn Marie Hansen, Ph.D., Assistant Superintendent  
Subject: Local Control and Accountability Plan (LCAP) Executive Summary

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## **Introduction to the Local Control and Accountability Plan**

After more than 40 years of funding schools according to a calculation known as the “Revenue Limit,” the California State Legislature in 2013 approved Governor Jerry Brown’s plan for the Local Control Funding Formula (LCFF). The LCFF will bring an increase in funding to the Orange Unified School District over the next eight years. The LCFF eliminated most “categorical” programs—restricted funds that could be used only for specific purposes. Our state funding now comes with a “base grant” that is the same for all school districts as well as supplemental and concentration funding based on the number of students who are English language learners, low income or foster youth. The new funding that is generated through the LCFF is dedicated to improve the learning outcomes for three groups of students: English language learners (ELL), low-income (LI) students and foster youth (FY). In addition to a “base grant”, that is the same for all districts in the state; Districts receive additional funding based on the unduplicated count of students who qualify in one of those three groups. For each student in one of those three categories, districts receive what is known in the LCFF as a “supplemental grant.” Districts that have more than 55% of their students in one of those three categories also receive a “concentration grant.” The Orange USD only receives Supplemental Funding due to the 51% unduplicated count of students.

In enacting the LCFF, the Legislature also approved the Local Control and Accountability Plan (LCAP), which mandates that districts describe how they intend to meet annual goals for all students and address state and local priorities. The accountability plan must align goals to the defined priorities, set targets for improvement based on data and link expenditures to the District’s goals. In creating the LCAP requirement, the California legislature established priorities that must be included in the plan. These include:

- **Conditions of Learning**
  - Basic: Williams Settlement Criteria
  - Implementation of Common Core State Standards
  - Course Access
- **Pupil Outcomes**
  - Pupil Achievement
  - Other Student Outcomes
- **Engagement**
  - Parent Involvement
  - Pupil Engagement
  - School Climate

In enacting the LCFF, the Legislature also established requirements for stakeholder engagement in the process, including specific review by parents. The district's stakeholder engagement is detailed in Section I of the LCAP.

### **Section 1: Stakeholder Engagement Process**

- Process started early in September 2013
- English and Spanish Survey on District Website – over 1000 responses received
- Parent, community members, pupils, bargaining units and partner stakeholders servicing English Learners, Foster Youth, Low Income students have been involved in multitude of planning meetings
- Principals engaged parents at school site level in obtaining input and providing information about LCFF/LCAP
- LCAP Stakeholder Engagement Process Timeline which includes (but not limited to) consulting with Superintendent's District Advisory Council (DAC), Employee Groups, Curriculum Council, Foster Youth Parent advisory, District English Learner Advisory Council (DELAC) and Special Education Community Advisory Committee (CAC)

### **Section 2: Goals and Progress Indicators**

### **Section 3: Action, Services and Expenditures**

It is also expected that Districts align goals and progress indicators to the appropriate actions, services and expenditures to meet the needs of students to improve student outcomes. The overwhelming response from the community was to focus on the social-emotional aspects of student learning and improve student engagement and connectedness. Section 2 and 3 of the LCAP provide detailed descriptors of the actions and services proposed to meet these needs.

### **Conditions for Learning**

**OUSD Main Goal: *All Students will receive a high quality education in a safe environment that prepares them to graduate from high school, college and career ready.***

**Includes State Priorities: Basic Services, Implementation of Common Core State Standards, and Course Access**

- **Actions, Services and Expenditures include:**
  - ✓ Professional development on intervention/support programs
  - ✓ Professional development for teachers in CCSS/ELD standards
  - ✓ Expansion Career Technical Education (CTE) courses/pathways and resources
  - ✓ Instructional Specialists –CCSS, Arts/Music, Science/Technology
  - ✓ Increase technology/facilities support for all students
  - ✓ CCSS supplemental materials alignment

### **Pupil Outcomes**

**OUSD Main Goal: *All Students will attain mastery or demonstrate academic growth toward mastery in core content areas.***

**Includes State Priorities: Student Achievement and Other Student Outcomes**

- **Actions, Services and Expenditures include:**
  - ✓ Credit recovery classes and online classes
  - ✓ Summer school programs and bridge programs for secondary students
  - ✓ College and career programs (AVID, Honors, GATE, IB, A-G Courses)
  - ✓ Rtl /Intervention teachers to support EL, Low SES, Foster Youth
  - ✓ Supplemental instructional materials for English Learners
  - ✓ Technology resources and assessments to monitor learning

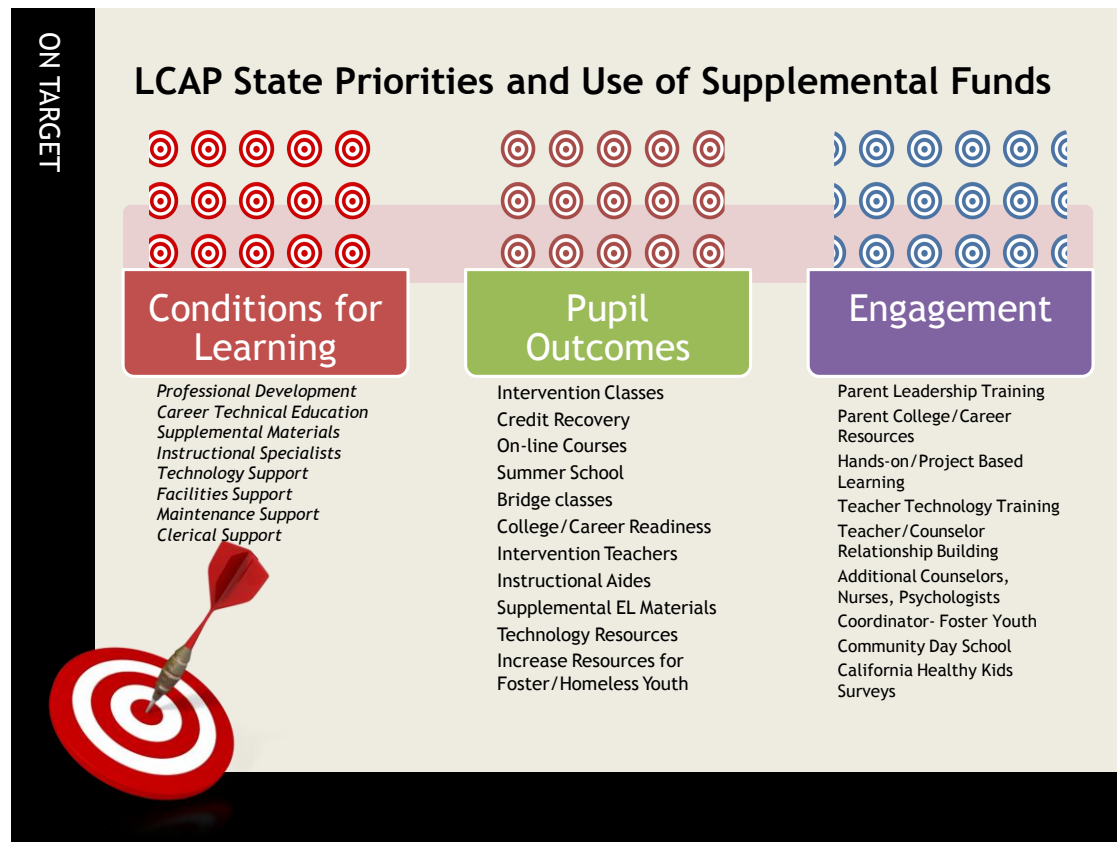
## Engagement

**OUSD Main Goal:** *Student and parent engagement will be promoted through an increased sense of safety and improved school climate and school connectedness.*

**Includes State Priorities:** Parental Involvement, Pupil Engagement and Student School Climate

- **Actions, Services and Expenditures include:**
  - ✓ Parent trainings and workshops on various topics (leadership, college and career, engagement/motivation, School Site Council)
  - ✓ Resources for college and career pathways for students
  - ✓ Science kits/Action labs/Hands-on learning
  - ✓ Increase technology training and resources for student engagement
  - ✓ Teacher/counselor efficacy and relationship building
  - ✓ Additional Counselors, Psychologists, and Nurses
  - ✓ Foster Youth /Homeless Coordinator, Special Needs Coordinator

## Orange Unified School District Use of LCFF Supplemental Funds



**Positions**

The District LCAP details services and expenditures to increase educational programs for enhanced base and supplemental services including the addition of new positions as listed below. Categorical Programs (\$1,183,536), LCFF Supplemental Funds (\$2,160,192), and LCFF Base Funds (\$ 2,296,717) will fund the enhanced services for the new positions.

<b>Certificated</b>	<b>Classified</b>
Counselors (6)	Accounting Technician (1)
Instructional Specialists/TOSA (9)	Assistant Principal Secretary (4)
Nurses (10)	Bus Aides/Behavior Aides (7)
Psychologists (4)	Custodians (4)
Rtl Teachers (10)	Maintenance Techs/Specialists (3)
Speech and Language Therapist (1)	Senior Secretary (1)
Special Education Teachers (3)	Tech Support Specialists (2)
	Web & Internet Comm. Specialist (1)
<b>Certificated - Leadership</b>	Special Education Bus Driver (1)
Coordinators (3)	<b>Classified - Leadership</b>
	Director, Information Services

The District LCAP also details services and expenditures that include the following actions to restore time previously cut from selected positions as detailed below.

<b>Position</b>	<b>Action</b>
Classified - Technology Support Specialists (all)	Restore 1 month of service
Classified - Facilities Use Assistant (1)	Restore 1 month of service
Classified - Transportation Clerks (2)	Restore 1 month of service
Classified - Nutrition Services Clerk (1)	Restore 2 months of service
Certificated Leadership - Coordinator SCS (1)	Restore 1 month of service

**Conclusion**

The LCAP is an ambitious document created from the input of the Orange USD community. This document meets both the requirements of state law and the expectations of the district's stakeholders. The LCAP is a significant change in how school district funding priorities have been set, for the first time mandating significant engagement with stakeholders and demanding specific accountability for the effectiveness of the adopted strategies.

The District thanks the community for its efforts in the development of this plan.

