
Educational Services

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Date: June 12, 2015
To: Michael L. Christensen, Superintendent
From: Gunn Marie Hansen, Ph.D., Deputy Superintendent
Subject: 2015-16 Local Control and Accountability Plan (LCAP) Executive Summary

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 2014
- English and Spanish Survey on District Website – over 7,000 responses received. Last year the survey yielded nearly 1,000. The significant number increase is attributed to more students involved in the process.
- 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, Action, Expenditures and Progress Indicators Annual Update (2014-15)

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 continue to focus on student engagement including technology aspects of student learning and improve school connectedness. Section 2 of the LCAP provide detailed descriptors of the actions and services proposed to meet these needs. In addition, an annual update has been added to this section to reflect on actions in 2014-15 and refine student achievement goals.

Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality

Districts are expected to identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth and English Learners

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:**
 - Enhance support to new school technology
 - Improve and Expand Central Data Center to support staff/student technology
 - Expand technology and network project management
 - Increase user support of applications and enhance the help desk responses
 - Develop facilities projects to support safe school environment and climate
 - Maintenance and facilities project funding
 - Enhance Curriculum & instructional technology support through School Site Technology Instructional Specialists
 - Design Coordinator, 21st Century Virtual Learning to support expansion of on-line applications

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:**
 - Academic Language Mentor sections at each secondary school to support English learners
 - AVID sections at each middle and high school to support college readiness
 - Extend calendar for Special Program Coordinators to support English Learner needs
 - Increase services of Early Learning Coordinator to promote expansion of preschool
 - High School Academic Specialists to support development of Academies with alignment to elementary and middle schools
 - Library media specialists for middle schools to improve digital literacy skills

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:**
 - Counselor on special assignment to intensify high school counseling
 - Intern counselors at high schools to improve student interactions and level of support
 - Additional special needs support to expand Learning Academy Model
 - Enhance Business Services/Human Resources support and engagement in schools through restoring positions:
 - Executive Director, Human Resources
 - Budget Control Supervisor
 - Risk Manager
 - Increase support for school LCAP implementation through expanded Fiscal Assistance, Accounting and Payroll services
 - Realign Transportation Services to better support school activities and field trip

Positions

The District LCAP details services and expenditures to increase educational programs for enhanced base and supplemental services including the addition of new positions below.

Certificated Staff	Classified Staff
Counselor on Special Assignment (1)	Help Desk Specialist (2)
Instructional Specialists/TOSA (10)	IS Specialist (2)
Library Media Specialists (4)	Tech Support Specialist (2)
Education Specialist (1)	SCS Staff Assistant (1)
Intern Counselors (4)	Behavior Support Assistant Trainer (1)
	Fiscal Assistance Technician (1)
Certificated - Leadership	Accounting Technician 1 (1)
Coordinator, 21 st Century Virtual Teaching	Payroll Technician (1)
Executive Director, Human Resources	Warehouse Worker/Delivery Driver (1)
Classified - Leadership	
Budget Control Supervisor	Executive Secretary 1 (2)
Accounting Manager	User Support Manager
Assistant Director, Risk Management	User Support Supervisor
Transportation Manager	

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

Position	Action
Coordinators-Special Programs (2)	Increase to 12 month
Coordinator – Early Learning	Increase to 100%
Classified – Behind the wheel trainer (2)	Increase from 12 months
Classified – Driver Instructor (2)	Increase from 12 months

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. This will constitute the second year of stakeholder engagement and the first year of the annual review of LCAP actions seeking to refine services to the students and community.

The District thanks the community for its efforts in the development of this 2015-16 plan.

