LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orcutt Academy Charter School

CDS Code: 42692600116434

School Year: 2024-25

LEA contact information:

Joseph Dana

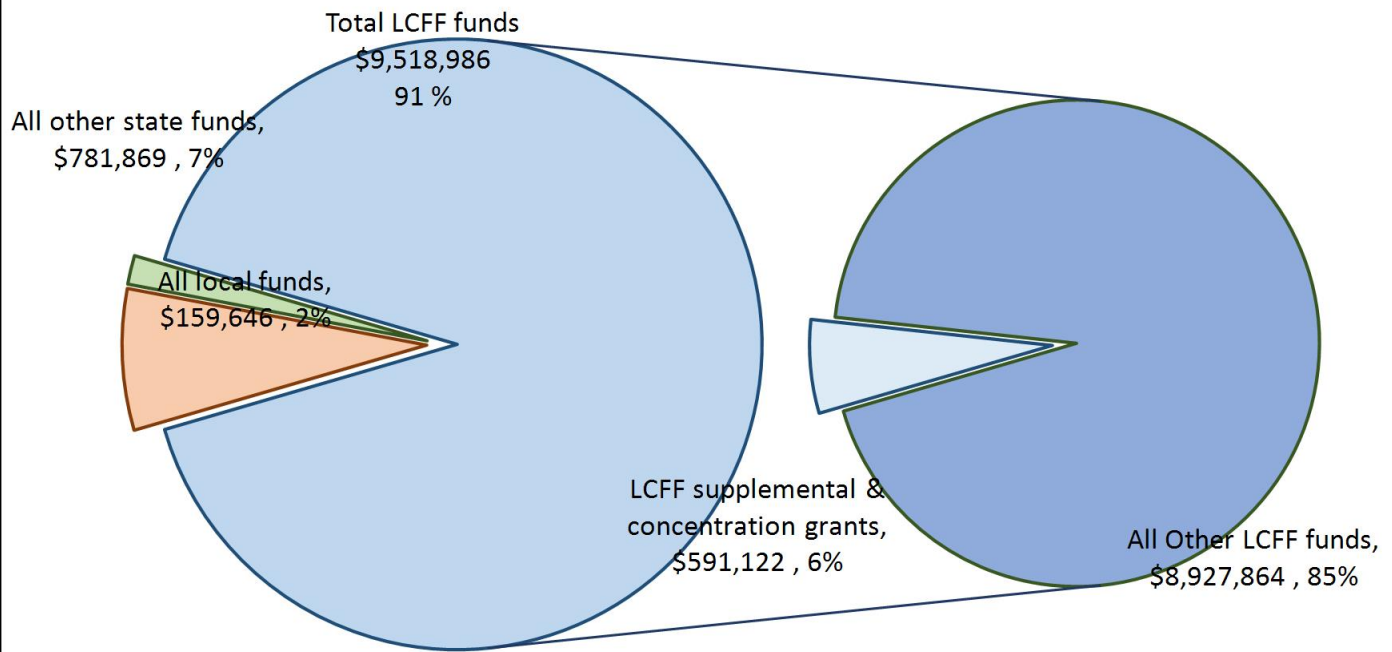Assistant Superintendent, Educational Services

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805-938-8934

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$9,518,986
91 %

All other state funds,
$781,869 , 7%

All local funds,
$159,646 , 2%

LCFF supplemental &
concentration grants,
$591,122 , 6%

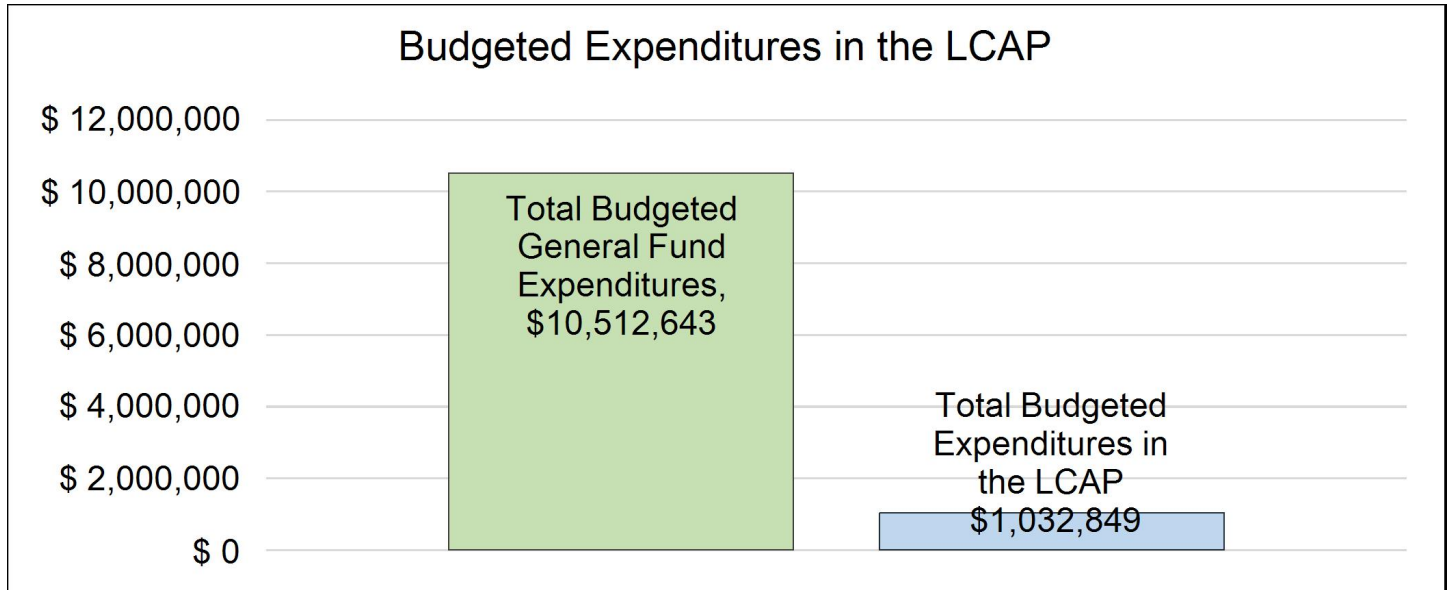All Other LCFF funds,
$8,927,864 , 85%

This chart shows the total general purpose revenue Orcutt Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orcutt Academy Charter School is $10,460,501, of which $9518986 is Local Control Funding Formula (LCFF), $781869 is other state funds, $159646 is local funds, and $0 is federal funds. Of the $9518986 in LCFF Funds, $591122 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $10,512,643	Total Budgeted Expenditures in the LCAP $1,032,849

Y-axis values: $ 12,000,000 / $ 10,000,000 / $ 8,000,000 / $ 6,000,000 / $ 4,000,000 / $ 2,000,000 / $ 0

This chart provides a quick summary of how much Orcutt Academy Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orcutt Academy Charter School plans to spend $10512643 for the 2024-25 school year. Of that amount, $1032849 is tied to actions/services in the LCAP and $9,479,794 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
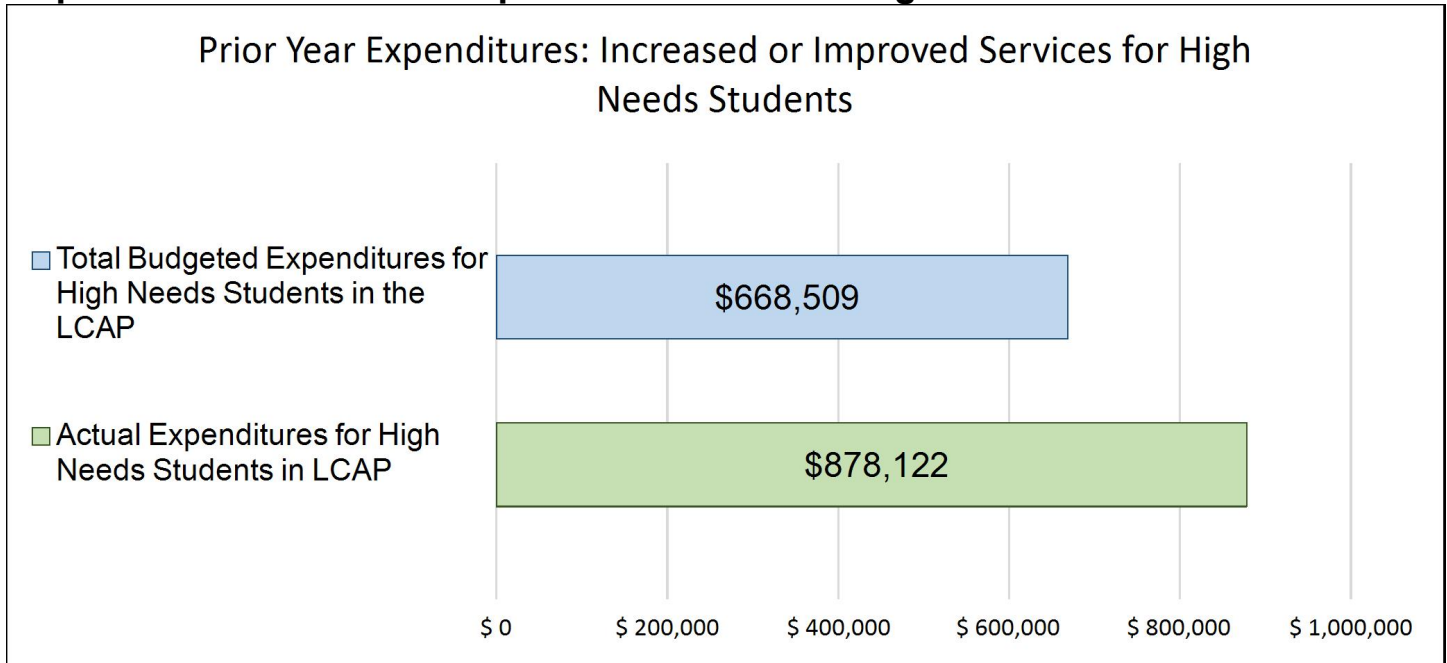
General Fund budget expenditures came in higher than expected due to an increase in counseling staff.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Orcutt Academy Charter School is projecting it will receive $591122 based on the enrollment of foster youth, English learner, and low-income students. Orcutt Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Orcutt Academy Charter School plans to spend $591122 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $668,509

☐ Actual Expenditures for High Needs Students in LCAP — $878,122

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000

This chart compares what Orcutt Academy Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orcutt Academy Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Orcutt Academy Charter School's LCAP budgeted $668509 for planned actions to increase or improve services for high needs students. Orcutt Academy Charter School actually spent $878122 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orcutt Academy Charter School	Joseph Dana Assistant Superintendent, Educational Services	jdana@orcutt-schools.net 805-938-8934

Goals and Actions

Goal

Goal #	Description
1	We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture. State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – ELA % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 64.1% Low-income: 45.7% English Learners: 7.1% Homeless: NA Foster Youth: NA Students with Disabilities: 25.0%	For grades 3-8, CAASPP testing was not administered in Spring 2021. It will resume in Spring 2022. Grade 11 did participate in CAASPP testing in Spring 2021. Results follow: Percent of Students Scoring At or Above Standard on the 2021 E/LA CAASPP: All Students: 82.1% Low-income: 69.7% English Learners: NA Homeless: NA Foster Youth: NA	Percent of Students Scoring At or Above Standard on the 2022 CAASPP: All Students: 63.29% Low-income: 53.97% English Learners: NA Homeless: NA Foster Youth: NA Students with Disabilities: 20.00%	Percent of Students Scoring At or Above Standard on the 2023 CAASPP E/LA: All Students: 61.19% Low-income: 48.14% English Learners: NA Homeless: NA Foster Youth: NA Students with Disabilities: 33.34%	Increase student performance for all students and each student group by 5 points in the area of ELA as measured by the CAASPP and reported on the California Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Students with Disabilities: NA Hispanic: 81.5% White: 83.3%			
CAASPP - Math % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 48.4% Low-income: 22.0% English Learners: 14.3% Homeless: NA Foster Youth: NA Students with Disabilities: 14.3%	For grades 3-8, CAASPP testing was not administered in Spring 2021. It will resume in Spring 2022. Grade 11 did participate in CAASPP testing in Spring 2021. Results follow: Percent of Students Scoring At or Above Standard on the 2021 Math CAASPP: All Students: 49.2% Low-income: 36.7% English Learners: NA Homeless: NA Foster Youth: NA Students with Disabilities: NA Hispanic: 38.5% White: 58.8%	Percent of Students Scoring At or Above Standard on the 2022 CAASPP: All Students: 44.77% Low-income: 23.44% English Learners: NA Homeless: NA Foster Youth: NA Students with Disabilities: 20.00%	Percent of Students Scoring At or Above Standard on the 2023 CAASPP Math: All Students: 42.16% Low-income: 25.93% English Learners: NA Homeless: NA Foster Youth: NA Students with Disabilities: 19.05%	Increase student performance for all students and each student group by 5 points in the area of Math as measured by the CAASPP and reported on the California Dashboard.
University of California a-g compliance by graduating seniors	Percent of students accomplishing UC a-g requirements in Class of 2020: 59%	Percent of students accomplishing UC a-g requirements in Class of 2021: 73.9%	Percent of students accomplishing UC a-g requirements in Class of 2022: 68.5%	Final data on percent of students accomplishing UC a-g	Increase percentage of graduating seniors meeting UC a-g

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Preliminary data on percent of students accomplishing UC a-g requirements in Class of 2022: 64%	Preliminary data on percent of students accomplishing UC a-g requirements in Class of 2023: 67.1%	requirements in Class of 2023: 66.7%	requirements by 5 points
English Learner Progress on ELPAC	English Learner Progress (Change) as reported on California School Dashboard: 68.2% making progress toward English language proficiency	We have no data on English Learner Progress as of now. We do have the following: English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2020-2021 Level 4 - Well Developed: 13.92% Level 3 - Moderately Developed: 45.94% Level 2 - Somewhat Developed: 26.68% Level 1 - Minimally Developed: 13.46%	English Learner Progress (Change) as reported on California School Dashboard: 41.2% of OA English Learners making progress toward English language proficiency Orcutt Union School District English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2021-2022 Level 4 - Well Developed: 15.57% Level 3 - Moderately Developed: 35.23% Level 2 - Somewhat Developed: 30.73% Level 1 - Minimally Developed: 18.47%	English Learner Progress (Change) as reported on California School Dashboard: 56.3% of OA English Learners making progress toward English language proficiency Orcutt Union School District English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2022-2023 Level 4 - Well Developed: 16.41% Level 3 - Moderately Developed: 33.52% Level 2 - Somewhat Developed: 29.35% Level 1 - Minimally Developed: 20.73%	English Learner Progress will exceed 70% as reported on the California School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Re-designation Rate for English Learners (EL to RFEP) (district data)	In the Orcutt Union School District, 12% of English Learners were redesignated (EL to RFEP) in the 2019-2020 school year. 13.4% of English Learners were redesignated (EL to RFEP) in the 2020-2021 school year.	An estimated 6.4% of OUSD English Learners (32 in total) have been redesignated as Fluent English Proficient to this point in the 2021-2022 school year. At the Academy 5 English Learners (4 from OAHS, 1 from OAK-8) have been redesignated as Fluent English Proficient to this point in the 2021-2022 school year.	An estimated 7.92% of English Learners (42 in total) in the Orcutt Union School District have been redesignated as Fluent English Proficient to this point in the 2022-2023 school year.	An estimated 9.0% of English Learners (49 in total) in the Orcutt Union School District have been redesignated as Fluent English Proficient to this point in the 2023-2024 school year. At the Academy one of 11 total English Learners (9.0%) has been redesignated to this point in the 2023-2024 school year.	10% of English Learners in the Orcutt Union School District will be redesignated (EL to RFEP)
English Learner access to core Instruction and English Language Development (ELD)	100% of students received access to Core instruction and ELD	100% of students are receiving access to core instruction and ELD.	100% of students are receiving access to core instruction and ELD.	100% of students are receiving access to core instruction and ELD.	100% of students will receive access to core instruction and ELD.
Percent of HIghly Qualified Teachers that are Appropriatedly Assigned	In the 2020-2021 school year, 100% of teachers were highly qualified and appropriately assigned.	At this time, OAHS has one science position being filled by a long-term substitute teacher who is not considered highly qualified and appropriately assigned.	In the 2022-2023 school year, 100% of teachers were highly qualified and appropriately assigned.	100% of OA teachers currently are highly qualified and appropriately assigned.	100% of Orcutt Academy teachers will be highly qualified and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Orcutt Academy Sites Meeting FIT Requirements	In the 2020-2021 school year, 100% of OA sites met FIT requirements	Inspections conducted in January 2022 show 100% of OA sites meet state FIT requirements.	Inspections conducted in January 2022 show 100% of OA sites meet state FIT requirements.	Inspections conducted in December 2023 show 100% of Orcutt Academy sites meet state FIT requirements.	100% of OA sites will meet FIT requirements.
Percent of Students with Access to Instructional Materials	In the 2020-2021 school year, 100% of Orcutt Academy students had access to OUSD adopted materials that are standards-aligned	100% of OA students have access to OUSD-adopted materials that are aligned with state standards.	100% of OA students have access to OUSD-adopted materials that are aligned with state standards.	As of January 2024, 100% of OA students have access to OUSD-adopted materials that are aligned with state standards.	100% of Orcutt Academy students will have access to adopted materials that are standards aligned.
Percent of Students with Access to required Course of Study	In the 2020-2021 school year, 100% of Orcutt Academy students had access to required course of study.	100% of OUSD students have access to the required course of study.	100% of OUSD students have access to the required course of study.	As of January 2024, 100% of OA students have access to the required course of study.	100% of Orcutt Academy students will have access to required course of study.
NWEA Reading Mean Rasch Unit (RIT) Score and Percentile	OAK-8 Spring 2021 Reading Mean (average) RIT Score Grade 1 Mean Rit = 168 Grade 2 Mean Rit = 185 Grade 3 Mean Rit = 190 Grade 4 Mean Rit = 209 Grade 5 Mean Rit = 210 Grade 6 Mean Rit = 221	OAK-8 Fall 2021 Reading Mean (average) RIT Score Grade 1 Mean Rit = 162.7 Grade 2 Mean Rit = 173.4 Grade 3 Mean Rit = 194.4 Grade 4 Mean Rit = 194.7 Grade 5 Mean Rit = 210.4 Grade 6 Mean Rit = 215.8	OAK-8 NWEA Reading Spring 2022 Mean (average) Rit Grade 1 Mean Rit = 173.21 Grade 2 Mean Rit = 181.71 Grade 3 Mean Rit = 204.29 Grade 4 Mean Rit = 201.21 Grade 5 Mean Rit = 211.94 Grade 6 Mean Rit = 213.00 Grade 7	OAK-8 NWEA Reading Fall 2023 Mean (average) Rit Grade 1 Mean Rit = 159.86 Grade 2 Mean Rit = 169.86 Grade 3 Mean Rit = 195.86 Grade 4 Mean Rit = 195.50 Grade 5 Mean Rit = 206.81 Grade 6 Mean Rit = 213.53 Grade 7	The mean RIT Score will increase by 2 points per grade level in the spring administration of the NWEA reading test

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 7 Mean Rit = 228 Grade 8 Mean Rit = 227	Grade 7 Mean Rit = 220 Grade 8 Mean Rit = 229.1 OAK-8 Winter 2021-2022 Reading Mean (average) RIT Score Grade 1 Mean Rit = 172.27 Grade 2 Mean Rit = 174.62 Grade 3 Mean Rit = 200.00 Grade 4 Mean Rit = 195.94 Grade 5 Mean Rit = 212.38 Grade 6 Mean Rit = 212.63 Grade 7 Mean Rit = 220.58 Grade 8 Mean Rit = 228.03	Mean Rit = 225.19 Grade 8 Mean Rit = 227.00 OAK-8 NWEA Reading Winter 2022-2023 Mean (average) Rit Grade 1 Mean Rit = 165.93 Grade 2 Mean Rit = 184.71 Grade 3 Mean Rit = 196.29 Grade 4 Mean Rit = 208.64 Grade 5 Mean Rit = 206.56 Grade 6 Mean Rit = 219.19 Grade 7 Mean Rit = 222.05 Grade 8 Mean Rit = 223.50	Mean Rit = 223.06 Grade 8 Mean Rit = 222.75 OAK-8 NWEA Reading Winter 2023-2024 Mean (average) Rit Grade 1 Mean Rit = 169.86 Grade 2 Mean Rit = 180.86 Grade 3 Mean Rit = 202.77 Grade 4 Mean Rit = 204.79 Grade 5 Mean Rit = 212.25 Grade 6 Mean Rit = 214.33 Grade 7 Mean Rit = 225.19 Grade 8 Mean Rit = 223.88	
NWEA Math Mean Rasch Unit (RIT) Score and Percentile	OAK-8 Spring 2021 Math Mean (average) Rit Score Grade 1 Mean Rit = 174 Grade 2 Mean Rit = 186 Grade 3 Mean Rit = 188	OAK-8 Fall 2021 Math Mean (average) Rit Score Grade 1 Mean Rit = 168.6 Grade 2 Mean Rit = 178.1 Grade 3 Mean Rit = 192.9 Grade 4	OAK-8 NWEA Math Spring 2022 Mean (average) Rit Grade 1 Mean Rit = 178.50 Grade 2 Mean Rit = 190.86 Grade 3 Mean Rit = 202.21 Grade 4	OAK-8 NWEA Math Fall 2023 Mean (average) Rit Grade 1 Mean Rit = 169.79 Grade 2 Mean Rit = 183.50 Grade 3 Mean Rit = 186.50 Grade 4	The mean RIT Score will increase by 2 points per grade level in the spring administration of the NWEA math test

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 4 Mean Rit = 209 Grade 5 Mean Rit = 210 Grade 6 Mean Rit = 225 Grade 7 Mean Rit = 231 Grade 8 Mean Rit = 238	Mean Rit = 199.5 Grade 5 Mean Rit = 213.7 Grade 6 Mean Rit = 212.1 Grade 7 Mean Rit = 226.8 Grade 8 Mean Rit = 231.3 OAK-8 Winter 2021-2022 Math Mean (average) Rit Score Grade 1 Mean Rit = 174.21 Grade 2 Mean Rit = 180.69 Grade 3 Mean Rit = 200.86 Grade 4 Mean Rit = 200.64 Grade 5 Mean Rit = 214.44 Grade 6 Mean Rit = 214.88 Grade 7 Mean Rit = 230.19 Grade 8 Mean Rit = 236.13	Mean Rit = 205.86 Grade 5 Mean Rit = 219.00 Grade 6 Mean Rit = 215.88 Grade 7 Mean Rit = 232.75 Grade 8 Mean Rit = 238.56 OAK-8 NWEA Math Winter 2022-2023 Mean (average) Rit Grade 1 Mean Rit = 174.93 Grade 2 Mean Rit = 186.57 Grade 3 Mean Rit = 200.79 Grade 4 Mean Rit = 209.79 Grade 5 Mean Rit = 210.63 Grade 6 Mean Rit = 227.88 Grade 7 Mean Rit = 226.11 Grade 8 Mean Rit = 235.17	Mean Rit = 201.00 Grade 5 Mean Rit = 216.63 Grade 6 Mean Rit = 217.80 Grade 7 Mean Rit = 232.44 Grade 8 Mean Rit = 230.88 OAK-8 NWEA Math Winter 2023-2024 Mean (average) Rit Grade 1 Mean Rit = 178.29 Grade 2 Mean Rit = 192.00 Grade 3 Mean Rit = 196.69 Grade 4 Mean Rit = 208.86 Grade 5 Mean Rit = 222.25 Grade 6 Mean Rit = 222.07 Grade 7 Mean Rit = 236.38 Grade 8 Mean Rit = 233.63	
PSAT/National Merit Scholarship Qualifying Test (NMSQT) for grades 9, 10, and 11 - Evidence-based	PSAT/NMSQT, Fall 2019 Mean (average) ERW Score Grade 9 = 449 Grade 10 = 487	PSAT/NMSQT, Fall 2021 Mean (average) ERW Score Grade 9 (146 test takers) = 441	PSAT/NMSQT, Fall 2022 Mean (average) ERW Score Grade 9 (173 test takers) = 428	PSAT/NMSQT, Fall 2023 Mean (average) ERW Score Grade 9 (170 test takers) = 438	The mean ERW score will increase by 5 points in the fall administration of the PSAT/NMSQT test

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reading and Writing (ERW)	Grade 11 = 534	Grade 10 (135 test takers) = 472 Grade 11 (164 test takers) = 501	Grade 10 (139 test takers) = 474 Grade 11 (113 test takers) = 494	Grade 10 (165 test takers) = 476 Grade 11 (143 test takers) = 492	
PSAT/National Merit Scholarship Qualifying Test (NMSQT) for grades 9, 10, and 11 - Math	PSAT/NMSQT, Fall 2019 Mean (average) Math Score Grade 9 = 455 Grade 10 = 490 Grade 11 = 519	PSAT/NMSQT, Fall 2021 Mean (average) Math Score Grade 9 (146 test takers) = 426 Grade 10 (135 test takers) = 450 Grade 11 (164 test takers) = 483	PSAT/NMSQT, Fall 2022 Mean (average) Math Score Grade 9 (173 test takers) = 428 Grade 10 (139 test takers) = 463 Grade 11 (113 test takers) = 474	PSAT/NMSQT, Fall 2023 Mean (average) Math Score Grade 9 (170 test takers) = 425 Grade 10 (165 test takers) = 461 Grade 11 (test takers) = 472	The mean math score will increase by 5 points in the fall administration of the PSAT/NMSQT test

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Substantive differences between planned actions and implementation of actions can be found as follows:

1.1 Teacher on Special Assignment (TOSA) Support
Due to difficulty in hiring TOSAs, the district implemented this action while being short one and a half TOSA positions during 2023-2024.

1.8 Extra Support for Foster/Homeless Students
Tutoring remained challenging to arrange, as the list of teachers who expressed interest in tutoring is limited. During the year we worked to provide extra support to foster/homeless students who were enrolled in the Campus Connection childcare program (and receiving free childcare via ELO-P funding). Teachers employed to provide academic enrichment during childcare were given lists of foster/homeless students and requested to prioritize help for these students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 1.1 Teachers on Special Assignment (TOSA) Support, $65,000, $96 more than budgeted. The budgeted number was very close to the estimated actual expenditure.
- 1.2 Standards Based Materials, $5,000, $10,000 less than budgeted. OAHS and OAK-8 had less need for replenishment of consumables and other instructional materials than anticipated.
- 1.3 Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring, $5,000, $5,000 less than budgeted. This action did not result in as many expenditures as in recent years, as sites took more of the responsibility for handling their own screening and identification for academic support.
- 1.4 Professional Learning Communities (PLCs), $4,200, $1,800 less than budgeted. A greater share of this action was shouldered by the general charter budget than was anticipated.
- 1.5 On-Site Intervention, $51,250, $6,386 more than budgeted. An increase in the contracted hourly wage resulted in an increase in expenditures.
- 1.6 Professional Consulting, Support Programs, $8,000, $7,000 less than budgeted. Other, non-LCFF funding sources were used to defray the cost of this action.
- 1.7 English Language Development (ELD) Support, 0, $11,269 less than budgeted. Other, non-LCFF funding sources were used for this action.
- 1.8 Extra Support for Foster/Homeless Students, $6,500, $5,478 less than budgeted. The district was able to accomplish tutoring for several foster/homeless youth but due to lack of staffing was not able to satisfy all tutoring requests.
- 1.10 Implementation of Summer Extended Learning Opportunities, 0, $55,745 less than budgeted. State Expanded Learning Opportunities Program (ELO-P) funding was used for this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Analysis on effectiveness of LCAP actions for Goal 1:

1.1 Teacher on Special Assignment (TOSA) Support
Effective. Due to difficulty in hiring TOSAs, the district was down one and a half TOSAs during the 2023-2024 school year (three TOSAs were in place), and thus the focus for support needed to be more on elementary grade levels than on secondary grades. That said, the TOSAs who were on hand have done very effective work supporting classroom teachers with implementation of adopted core curricula, alignment with state standards, progress monitoring, and academic intervention. TOSAs helped elementary teachers create math "focus folders" that use current NWEA math results to place students in leveled groups; these groups helped inform math intervention. TOSAs also organized a series of family math nights (sponsored by the Julia Robinson Math Festival Nonprofit Foundation) that engaged students and parents from every elementary site in fun math activities, games, and challenges. CAASPP results show the district is making incremental progress in

math, and TOSA work is a reason why. This action will be continued, and in 2024-2025 the district will have a full group of five TOSAs available to give support in instruction, curriculum, and intervention.

1.2 Standards-Based Materials
Somewhat effective. Although students are making some growth in mathematics, the district increasingly is receiving feedback that its currently adopted math materials -- Math Expressions for grades K-5 and College Preparatory Mathematics for grades 6-8 -- are not well aligned with either the summative CAASPP tests students take in the spring or the new California math framework. The district's math consultants have advised the district to move to new materials when possible; teachers, especially teachers of grades 6-8, have voiced dissatisfaction with the materials; and the respected curriculum review organization EdReports states that Math Expressions and College Preparatory Mathematics only "partially meet" the expectation for alignment with grade-level standards. The district has reviewed the state's Guidance for Local Instructional Materials Adoptions (GLIMA) and formed a study group to explore options for a mid-cycle math adoption, potentially in 2025-2026. OAHS is not expected to be part of any instructional materials piloting in 2024-2025. This action will need to remain in the LCAP.

1.3 Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring
Effective. Progress monitoring is critical for our efforts to boost student achievement. Acadience reading assessments and NWEA Reading and Math assessments are the most integral for our teachers. NWEA math results are being utilized by teachers to create "focus folders" that group students and guide intervention. In 2024-2025 we would like to work more on measuring the progress students are making in math intervention. This action will continue.

1.4 Professional Learning Communities (PLCs)
Effective; needs to be strengthened in 2024-2025. On the self-rating device for PLCs administered in Spring 2024, OAK-8 scores declined for "PLC Teams" (3.3 in 2024, down from 4.5 in 2023), which is about the degree of collaboration and interdependence on teams; and increased for "Response to Intervention" (4.6 in 2024, up from 4.0 in 2023), which is about having a highly coordinated system of intervention and enrichment in place for students. The district knows PLCs are a foundational vehicle for teacher collaboration and data-based decision making. Accordingly, it has made the decision to devote two full days of professional development on August 8-9, 2024, to a district "mini-PLC conference." Four speakers from Solution Tree will review the rationale for PLCs, detail PLC protocols, and delve into signature PLC practices such as common formative assessments. This action will be continued.

1.5 On-Site Intervention
Effective; showing promise. At OAK-8, SIPPS as a reading intervention continues to go well. Students are making progress, and the program is valued by school interest holders. The first year of elementary math intervention turned out to be a time for teachers to try different techniques: reviewing material, previewing materials, providing extra skills practice, tutoring individual students or small groups, etc. Teachers are becoming more skilled at intervening for struggling math students (i.e., sharing students for intervention) and will benefit from a second year of implementation. The district also wants to conduct more progress monitoring relative to math intervention. At OAHS, the weekly SPIN (Specialized Instruction) period remains as an important opportunity for teachers to "draft" students for extra support or for students to self-select for the same. Extra support also is provided via before-school math tutoring, after-school tutoring in multiple content areas, afterschool academic intervention, and sometimes Spartan Seminar. Students with intensive math needs can take an Algebra Support course concurrently with Algebra 1. This action will be continued.

1.6 Professional Consulting, Support Programs
Effective. Curriculum consultants employed by the district unquestionably have had a positive impact on classroom instruction. This year, math consultants Michele Douglass (grades TK-5) and Elizabeth Hammonds (grades 6-8) worked with classroom teachers on best practices for classroom instruction, strategies for intervention, and pacing of district adopted curriculum. The consultants also are advising the district on a potential off-cycle adoption of math curriculum in 2025-2026.

1.7 English Language Development (ELD) Support
Somewhat effective. This is an expansive area. The district added community liaison support in the fall, so each elementary site (including Los Alamos) has its own liaison and one liaison focuses on the district's secondary sites, including OAHS. The added level of support has been well received by both schools and families. As for ELD, OAHS has its English Support course as a vehicle for designated ELD for English Learners, and OAK-8 continued to work on improving practice for both designated and integrated ELD. Imagine Learning as a platform for ELD continues to receive positive feedback from English Learners, parents of English Learners, and staff. OA is having successes with reclassification; a respectable 16.0% of its English Learners were reclassified as fluent English Proficient in 2022-2023. For the next LCAP, community liaison support will be separated from ELD, with both actions continuing.

1.8 Extra Support for Foster/Homeless Students
Somewhat effective. Districtwide, tutoring (six hours per student) has been provided for six students, and some additional assistance has been provided in the context of Campus Connection (ELO-P) afterschool childcare. Tutoring is challenging to arrange, as the list of teachers interested is limited. The plan for 2024-2025 is to make tutoring available when possible but to focus more on direct help for foster youth and students experiencing homelessness during afterschool childcare. This action will be continued.

1.9 Executive Director of Curriculum & Instruction
Effective. The executive director has led the district's efforts in math, as she has worked with district consultants to organize and deliver pertinent trainings and site follow-up, overseen TOSA support for sites in math, and provided guidance for site administrators and school leadership teams on scheduling, site planning, curriculum use, and math intervention. She also has worked with TOSAs in support of ELD for English Learners, SEE Learning, and much more. This action will be continued.

1.10 Implementation of Summer Extended Learning Opportunities
Effective. The district utilized Expanded Learning Opportunities Program (ELO-P) funding to offer a Summer Camp for grades K-6 and a two-week Jump Start Program for students entering grades TK and K. Approximately 300 students participated in the Summer Camp, and 110 students participated in the TK/K Jump Start Program. Teachers were employed to deliver academic enrichment such as math games, math fluency activities, SIPPS, STEM activities, SEE Learning, and physical education. For 2024-2025, this action has been amended to include not just summer academic enrichment, but enrichment and intervention programming provided in childcare during the school year. The district has assigned a vice-principal to plan and oversee all academic enrichment offered during afterschool childcare and the summer.

1.11 Extended Learning Opportunities - Instructional Assistants in Kindergarten

Effective. Kindergarten teachers have given the input that instructional assistants play an integral role supporting all students, especially English Learners, students with behaviors, and students with little to no preschool or TK experience. Parents also value the presence of an additional adult in kindergarten classrooms. The action will be continued.

1.12 Program Specialist
Effective. The Special Education Program Specialist has done dynamic work developing a district MTSS Plan for Student Behavior and helping establish the district's CARES (Comprehensive Alignment and Educational Supports) Team. This action will be continued.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This particular goal will be discontinued, as the qualities and outcomes it sought have been incorporated in new LCAP goals. Modifications to actions are included in the narratives above.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready and thrive in a global society. State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 7 (Course Access: Conditions of Learning) Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career and Technical Education (CTE) Student Course Access	CTE classes have not been offered yet. In the 2021-2022 school year we plan to launch a CTE pathway in Information Communications Technology at OAHS as well as some CTE curriculum based on Project Lead the Way at OAK-8.	OAHS has launched a CTE pathway in Information Communications and Technology with two sections of AP Computer Science Principles. 47 OAHS students are participating.	OAHS has begun a CTE pathway in Arts, Media, and Entertainment with sections of Introduction to Drama, Advanced Drama Production, and Technical Theatre. 81 OAHS students are participating. To its CTE pathway in Information Communications and Technology, OAHS has added a section of Cybersecurity and continued one section of AP Computer Science Principles. 27	In the fall semester of 2023-2024, OAHS had the following number of students participating in its CTE pathways: CTE Arts, Media, and Entertainment pathway (Introduction to Drama, Advanced Drama Production, and Technical Theatre) = 72 students CTE Information Communications and Technology pathway (Introduction to Computer Science,	OAHS has established a CTE pathway in Information Communications and Technology. All OAK-8 students, including at-promise students (EL, foster, homeless, low-income) have equitable access to CTE curriculum based on Project Lead the Way.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			OAHS students are participating.	AP Computer Science Principles, and Cybersecurity) = 54 students Due to staff and time constraints, OAK-8 has been unable to implement CTE curriculum.	
Number of course/enrichment offerings that focus on future ready skills	OAHS has an established FIRST Robotics Team with a long record of success in regional and worldwide competition. OAK-8 has a FIRST Lego League Team that in the past has qualified for regional competition. E-sports are being planned to start in the 2021-2022 school year.	Due to the continuance of COVID-19, a FIRST Lego League season and competition could not occur this fall. The OAHS Robotics Team convened a Lego League demonstration by Zoom that involved two district schools. The OAHS Robotics Team had an exceptional season. The team qualified twice for the FIRST World Championships in Houston in April 2022: by winning the Chairman's Award at the Central Valley Regional and by making the finals of the Ventura Regional.	FIRST Lego League for elementary and junior high schools resumed in the fall with the support of the OAHS First Robotics Team. Four district schools had programs on site, three district schools participated in a local tournament, and two teams from one school advanced to the regionals. The district is seeking to expand participation in 2023-2024. The OAHS Robotics Team had an excellent season but fell short of qualifying for the 2023 FIRST World Championships.	The OAHS First Robotics Team hosted a FIRST Lego League tournament for elementary and junior high schools on November 4. The tournament drew 13 teams, including teams from Santa Barbara and Lompoc. All four teams advancing from this tournament to the regionals in Los Angeles were from the district: the Radioactive Mustangs of Orcutt JHS, the Cyber Chaos and Astrobotics squads of Pine Grove School, and the Cyber Panthers of Patterson Road School.	OAK-8 and OAHS continue their participation in FIRST Lego League and FIRST Robotics respectively while adding e-sports to offerings for students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		The Spartatroniks squad then was part of a coalition that made the semifinals fo the World Championships.		The OAHS Robotics Team competed in two regionals. The team was pleased with the performance of its robot but did not qualify for the 2024 FIRST World Championships.	
Spring 2021 districtwide SAMR Survey by school administrators (analysis of level of use of technology in classroom lessons) identified technology use in the classroom as Enhancement (Substitution, Augmentation) or Transformational (Modification, Redefinition)	Survey results indicating the level of technology use in class at the time of the administrator visit: 1.69% Redefinition 13.56% Modification 66.10% Augmentation 18.64% Substitution (19.18% technology not in use) 52% of teachers were using technology with a "somewhat or direct" connection to the lesson.	The SAMR Survey was administered by OUSD school administrators in Spring 2022. Based on 117 classroom visits, results are as follows: 3.42% Redefinition 12.82% Modification 34.19% Augmentation 23.08% Substitution (26.50% Technology not in use) 55.56% of teachers were using technology with a "somewhat or direct" connection to the lesson.	The SAMR Survey was administered by school administrators in Spring 2023. Based on 104 classroom visits, results are as follows: 3.85% Redefinition 17.31% Modification 25.96% Augmentation 21.15% Substitution (31.73% Technology not in use) 48.57% of teachers were using technology with a "somewhat or direct" connection to the lesson.	The SAMR Survey was administered by school administrators in Spring 2024. Based on 133 classroom visits, results are as follows: 1.53% Redefinition 12.21% Modification 45.04% Augmentation 18.32% Substitution (22.90% Technology not in use) 44.36% of teachers were using technology with a "somewhat or direct" connection to the lesson. The district has continued to provide technology-related	Evidence of transformational use of technology (Modification or Redefinition) will increase by 20%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				staff development, including a Saturday morning mini-conference held on January 20, 2024.	
Digital Citizenship Accounting Survey	Teachers are asked to utilize Common Sense Media (or similar) curriculum to teach Digital Citizenship skills to students. Currently, participation is not recorded.	Some content on digital citizenship has been integrated into OAHS Spartan Homeroom and classroom instruction at OAK-8.	Some secondary classes have presented a special lesson created by district consultant Kristen Miller on the topic of social media and digital citizenship, and lessons from Common Sense Media have been showcased to district teachers. No data on how frequently digital citizenship has been taught is available.	Digital citizenship lessons from Common Sense Media and Kristen Miller are available to teachers but the district for 2023-2024 is prioritizing its implementation of the SEE Learning social/emotional learning curriculum.	All teachers will teach at least five digital citizenship lessons to students each school year.
Student-computer device/internet access ratio	Each student at OAK-8 and OAHS is given a district computer device (iPad/Chromebook) to use at home and at school. WiFi hot spots are available to families who do not have internet access.	The OUSD Technology Department has provided a device to all Orcutt Academy students and a WiFi hot spot to families with no internet access.	The OUSD Technology Department has continued to provide all OUSD students with a device and a WiFi hot spot to families with no internet access. The district is working with Santa Barbara County and other local agencies seeking to	The OUSD Technology Department has continued to provide all OUSD students with a device and a WiFi hot spot to families with no internet access.	Expand technology access so all Orcutt Academy students are given a computer device to use at home and at school. A hotspot will be available to families who do not have internet access.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			bring broadband access to the community.		

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Substantive differences between planned actions and implementation of actions can be found as follows:

2.2 Focus on Future Ready Enrichment Opportunities
To this point OA has not been able to provide e-sports and enrichment opportunities such as coding and digital media to junior high school students. The OAHS E-sports Team is thriving, and recently added an assistant coach to help with coaching duties and technology support.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 2.3 Professional Development in Integration of Technology for Future Ready Skills, $6,000, $500 more than budgeted. The district offered more technology-related professional development (on Monday afternoons and a Saturday) than anticipated, resulting in a larger charter share of expenses.
- 2.4 Technology Devices/Access for Students, $15,876, $4,124 less than budgeted. The need for device replenishment, maintenance, and repair was less than anticipated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Analysis on effectiveness of LCAP actions for Goal 2:

2.1 CTE Programming

Effective. OAHS has in place three CTE pathways, with a fourth planned for 2024-2025. CTE Cybersecurity has been well received by students, and teacher Heather Penk and some of her students impressed in an OUSD Board of Trustees presentation in February 2024 talking about cyberthreats, phishing, data safety, cryptography, Google Dorks, and more. Allan Hancock College has been helpful in working with OAHS on concurrent enrollment opportunities for the planned health career pathway. The action will remain and CTE will continue to be a vital component of the OAHS educational program.

2.2 Focus on Future Ready Enrichment Opportunities
Somewhat effective. The OAHS E-sports Team is functioning well and recently benefited from a move to an on-campus room and the hiring of an assistant coach. The OAHS Robotics Team competed in two FIRST regional tournaments but did not qualify for the world championships. The OAHS Robotics Team can be commended for organizing a November 2023 Lego League robotics tournament for local elementary and junior high schools. For 2024-2025, this action has been subsumed in the aforementioned action about CTE and career exploration opportunities for students.

2.3 Professional Development in Integration of Technology for Future Ready Skills
Effective. Technology professional development has been scheduled throughout the year, most notably at the March 3, 2024, professional development day. Teachers, administrators, and staff had over 40 sessions to choose from, many related to technology integration. Topics included leveraging data tools for impactful instruction, artificial intelligence in the classroom, Securly Classroom, gamification in learning, Google Suite, and much more. Presenters included Apple certified educators and Computer Using Educators (CUE) experts. For 2024-2025, this action has been replaced by a more expansive action about professional development for all groups of employees.

2.4 Technology Devices for Students
Effective. The availability of technology devices for all students is foundational for equitable learning opportunities in this time. Additionally, the district has loaned out 25-30 hot spots to families in need of home internet access. This action will be continued, as there is an ongoing need for maintenance and refreshment of technology devices for students.

2.5 Creative Learning Environments
Somewhat effective. Staff have explored opportunities for outdoor learning environments and more teachers are taking classes outside. A few schools are utilizing school gardens for student learning about planting, growing, harvesting, and cooking. This action will be discontinued. No educational partners have stated that this should be a priority for the school or district.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This particular goal will be discontinued, as the qualities and outcomes it sought have been incorporated in new LCAP goals. Changes to actions are included in the narratives above, as some will continue while others will be subsumed into other actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	We will provide our staff inspiring, relevant, and meaningful learning and wellness opportunities in a safe supportive environment to prepare for the ever-changing needs of our district. State Priorities: Priority 1 (Basic: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Priority 7 (Course Access: Conditions of Learning) Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of times per week teachers meet in a PLC group	OAK-8 teachers meet twice weekly in PLC groups. OAHS teachers meet weekly in PLC groups.	OAK-8 teachers are meeting twice weekly in PLC groups based on grade-level clusters. OAHS teachers are meeting once weekly in departmental PLC groups.	OAK-8 teachers are meeting twice weekly in grade-level PLC groups. OAHS teachers are meeting once weekly in departmental PLC groups.	All teachers are meeting weekly in grade-level or departmental PLC groups. For the 2023-2024 school year, the elementary master schedule was restructured. Weekly during-school "Tier 1" PLC meetings were reduced to once every eight weeks in order to afford time for classroom teachers to implement math intervention.	OAK-8 teachers will meet twice weekly in PLC groups. OAHS teachers will meet weekly in PLC groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PLC Self-Rating Device - (teachers districtwide rating competency in grade-level team or department team in relation to key components of PLCs)	Scores 1-5 (1= low, 5 = high) 3.86 Essential Standards 3.94 PLC Teams 3.56 Use of Data 3.61 Use of Common Formative Assessments 3.18 Use of RTI/MTSS for Intervention	The self-rating device for PLCs was administered in Spring 2022. Scores 1-5 (1= low, 5 = high) Los Alamos PLCs (OAK-8 & Olga Reed) 3.8 Essential Standards 4.0 PLC Teams 4.0 Use of Data 3.0 Use of Common Formative Assessments 3.3 Use of RTI/MTSS for Intervention OAHS PLCs 3.6 Essential Standards 3.6 PLC Teams 3.0 Use of Data 3.1 Use of Common Formative Assessments 3.7 Use of RTI/MTSS for Intervention	The self-rating device for PLCs was administered in Spring 2023. Scores 1-5 (1= low, 5 = high) Los Alamos PLCs (OAK-8 & Olga Reed) 4.7 Essential Standards 4.5 PLC Teams 4.2 Use of Data 3.2 Use of Common Formative Assessments 4.0 Use of RTI/MTSS for Intervention OAHS PLCs 4.0 Essential Standards 4.0 PLC Teams 3.6 Use of Data 3.4 Use of Common Formative Assessments 4.6 Use of RTI/MTSS for Intervention	The self-rating device for PLCs was administered in Spring 2024. Scores 1-5 (1= low, 5 = high) Los Alamos PLCs (OAK-8 & Olga Reed) 4.7 Essential Standards 3.3 PLC Teams 4.2 Use of Data 3.4 Use of Common Formative Assessments 4.6 Use of RTI/MTSS for Intervention OAHS PLCs 4.1 Essential Standards 4.1 PLC Teams 3.6 Use of Data 3.6 Use of Common Formative Assessments 4.6 Use of RTI/MTSS for Intervention	Using the PLC Self-Rating Device, teachers will rate competency of grade-level or department PLC teams above 4 in each area.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Substantive differences between planned actions and implementation of actions can be found as follows:

3.2 Professional Development in Universal Design for Learning (UDL)
To this point, training in UDL has focused on the district's administrative team. School leadership teams have received two overviews of UDL during district meetings.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 3.1 Restructuring Instructional Time, $84,250, $2 more than budgeted. The budgeted figure was very close to the estimated actual expenditure.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Analysis on effectiveness of LCAP actions for Goal 3:

3.1 Restructuring Instructional Time
Effective. Weekly Professional Learning Community meetings are a vital venue for teacher collaboration around student achievement. Data analysis, identification of essential standards, planning of next steps for instruction and intervention, focusing on the needs of unduplicated students -- all are part of the PLC process and contribute to improving student outcomes. For 2024-2025, this specific action will not continue, as it will be subsumed into a more expansive action on PLC implementation framed around improving outcomes for unduplicated students. We also plan to invest time time in revisiting "the why" behind PLCs and best practices for PLC work.(For more, refer to analysis of effectiveness for Action 1.4.)

3.2 Professional Development in Universal Design for Learning
Somewhat effective. The district chose to focus UDL professional development on the Core Management Team this year, with an aim to expand UDL training wider during 2024-2025. Consultant Kevin Schaefer of Supporting Inclusive Practices has worked with OUSD administrators on three occasions to date. Two overview presentations on UDL were given to school leadership teams. This action will remain, as UDL will be an essential part of the district's work to improve outcomes for students with disabilities (and, frankly, all students).

The district will work to provide UDL training for all teachers in 2024-2025. Based on input from Schaefer, the approach will be assets-based, as the goal will be to recognize current practices that mirror UDL practices and build from there.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This particular goal will be discontinued, as the qualities and outcomes it sought have been incorporated in new LCAP goals. Modifications to actions are described in the narratives above.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion, fostering engaged, supported, and challenged students. State Priorities: Priority 3 (Parental Involvement: Engagement), Priority 5 (Pupil Engagement: Engagement), Priority 6 (School Climate: Engagement), Priority 8 (Other Pupil Outcomes: Pupil Outcomes) Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate - SIS	In the 2019-2020 school year, the monthly average attendance rate until school closure was 96.3% for OAK-8 and 96.1% for OAHS. In the 2020-2021 school year from September - February, the monthly average "engagement: rate" was 98.0% for OAK-8 and 98.2% for OAHS.	Attendance has declined due to COVID-19, quarantining, and challenges with short-term independent study. The Academy's attendance rate for 2021-2022 to date is 93.16%.	Attendance is up a bit from 2021-2022, but still lower than it was pre-COVID. The Academy's attendance rate for 2022-2023 to date is 93.80%.	The overall Orcutt Academy attendance rate for 2023-2024 to date (April 26, 2024) is 95.34%. This includes both OAHS and OAK-8.	Monthly Average Attendance Rate of 97% or higher.
Suspension Rate	Student Group Suspension	To date this school year we have the	To date in the 2022-2023 school year we	To date in the 2023-2024 school year	Decrease suspension rate for "All Students"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Information as reported by the Data Quest website for the 2019-2020 school year (including school closure time): 1.5% - All Students 0.9% - Hispanic or Latino 1.5% - White 2.4% - Two or More Races 0% - English Learners 1.1% Socioeconomically Disadvantaged NA% - Foster Youth NA% - Homeless 2.5% - Students with Disabilities	following suspension rates (17 students have been suspended): 2.4% - All Students 0.0% - African American 0.0% - American Indian 0.0% - Asian 2.9% - Filipino 2.6% - Hispanic or Latino 2.4% - White 1.1% - Two or More Races 5.0% - English Learners 4.1% Socioeconomically Disadvantaged 0.0% - Foster Youth 0.0% - Homeless 4.6% - Students with Disabilities	have the following suspension rates (170 students have been suspended): 2.38% - All Students 0.00% - African American 0.00% - American Indian 0.00% - Asian 0.00% - Filipino 3.43% - Hispanic or Latino 1.61% - White 3.33% - Two or More Races 0.00% Declined to State 0.00% - English Learners 2.24% Socioeconomically Disadvantaged 0.00% - Foster Youth 0.00% - Homeless 5.00% - Students with Disabilities	(April 26, 2024) we have the following suspension rates (17 students have been suspended): 2.25% - All Students 0% - African American 0% - American Indian 0% - Asian 0% - Filipino 100% - Pacific Islander (1 student) 2.58% - Hispanic or Latino 2.11% - White 1.54% - Two or More Races 0% - Declined to State 0% - English Learners 3.28% - Socioeconomically Disadvantaged 0% - Foster Youth 0% - Homeless 4.84% - Students with Disabilities	group and student groups above 1% to 1% or less.
Expulsion Rate	No expulsions	No expulsions	No expulsions	No expulsions	No expulsions
Orcutt Academy Parent Survey (LCAP Survey 1)	Level of School-Home Communication Spring 2021 Parent Survey 43.3% - Excellent	School Communication Level Spring 2022 Parent Survey	School Communication Level Spring 2023 Parent Survey	School Communication Level Spring 2024 Parent Survey	90% of parents will indicate that the school communication level is Excellent/Good.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	43.3% - Good 11.3% - Fair 2.0% - Poor	School Communication Level 40.7% - Excellent 37.3% - Good 18.7% - Fair 3.4% - Poor	School Communication Level 50.98% - Excellent 39.22% - Good 9.80% - Fair 0.00% - Poor	School Communication Level 51.35% - Excellent 35.14% - Good 9.46% - Fair 4.05% - Poor	
Physical Fitness Test - Healthy Fitness Zone (HFZ)	2018-2019 Percent of Students in HFZ Grade 5 75.0% - Aerobic Capacity 56.2% - Body Composition 93.8% - Abdominal Strength 100% - Trunk Extension Strength 68.8% - Upper Body Strength 62.5% - Flexibility Grade 7 47.4% - Aerobic Capacity 47.4% - Body Composition 84.2% - Abdominal Strength 100% - Trunk Extension Strength 47.4% - Upper Body Strength 47.4% - Flexibility Grade 9	State fitness testing was administered this spring, but the body composition requirement was removed and the reporting of student performance using the Healthy Fitness Zones is not required. The focus of state fitness testing results will be student participation.	The state has not released data from 2022 state fitness testing. The focus of the testing is now on student participation.	The state has not released data from 2023 state fitness testing. The focus of the testing is now on student participation.	The percent of students scoring in the HFz will increase by 4% (or to 80%) for all areas below 80%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	76.4% - Aerobic Capacity 75.7% - Body Composition 98.6% - Abdominal Strength 98% - Trunk Extension Strength 88.5% - Upper Body Strength 87.8% - Flexibility				
Chronic Absenteeism	2018-2019 Chronic Absenteeism Rate 8.7% - All Students 17.9% - English Learners NA - Foster Youth NA - Homeless 14.2% - Socioeconomically Disadvantaged 16.2% - Students with Disabilities	2021-2022 Chronic Absenteeism Rate 21.33% - All Students 40.0% - English Learners 33.3% - Foster Youth 0% - Homeless 30.5% Socioeconomically Disadvantaged 24.2% - Students with Disabilities	2022-2023 Chronic Absenteeism Rate (as of May 2, 2023) 15.90% - All Students 15.00% - English Learners 20.00% - Foster Youth 0.00% - Homeless 21.00% Socioeconomically Disadvantaged 18.30% - Students with Disabilities	2023-2024 Orcutt Academy Chronic Absenteeism Rate (as of April 26, 2024) 9.6% - All Students 0% - English Learners 0% - Foster Youth 33.3% - Homeless 12.0% - Socioeconomically Disadvantaged 14.5% - Students with Disabilities	Chronic Absenteeism will decrease by 4% for each student subgroup.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Actions for 2023-2024 were implemented as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 4.1 Counseling Services, $413,648, $162,151 more than budgeted. OAK-8 had a greater need for counseling than was anticipated, resulting in a larger than expected expenditure for the action.
- 4.4 Provide Credentialed P.E. Teachers for TK-6 Students, $52,310, $2,327 more than budgeted. A salary increase increased expenditures.
- 4.5 Arts Programming for Students, $29,413, $40,488 less than budgeted. Less additional staff was needed for this programming at OAK-8 than had been anticipated.
- 4.6 Enrichment Opportunities, $18,700, $9,920 less than budgeted. Funding support was needed for enrichment opportunities, but not to the extent anticipated.
- 4.7 Social Emotional Learning Curriculum, $15,000, $5,000 less than budgeted. The district team helping with implementation of SEE Learning did not incur as many expenses as expected.
- 4.8 Parent Square Home/School Communication Platform, $4,100, $100 more than budgeted. The budgeted number was very close to the estimated actual expenditure.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Analysis on effectiveness of LCAP actions for Goal 4:

4.1 Counseling Services
Effective. All counselors are fully utilized and highly valued. School and district interest holders strongly value mental health support being available for students. This action will be continued.

4.2 Focus on Attendance Data
Effective. Chronic absenteeism has declined dramatically both schoolwide and with subgroups. OAK-8 and OAHS have done good work with tracking attendance data, incentivizing attendance, and addressing attendance issues through school-home communication and (if needed) the truancy process. This action will be continued but will be rewritten to emphasize attendance incentives and accountability.

4.3 Focus on Positive Behavior/Suspension/Expulsion Data
Ineffective. The Core Management Team has regularly accessed and analyzed suspension data, but the overall suspension rate has increased. The district needs to regroup in 2024-2025 with focus on its MTSS Plan for Behavior, behavioral supports, and potentially pilot programming to reduce suspensions at the junior high schools.

4.4 Provide Credentialed P.E. Teachers for TK-8 Students

Effective. At OAK-8, the elementary P.E. teacher provides quality physical education instruction that emphasizes lifelong fitness, healthy living skills, socialization, and fun. P.E. instruction is important for all students, especially important for unduplicated students who may not enjoy as much access to recreational opportunities in the community. Meantime, P.E. is a cornerstone of the elementary master schedule that also affords time for math intervention. This action will be continued.

4.5 Arts Programming for Students
Effective. Visual arts and music instruction have great value for students, especially unduplicated students with less access to these opportunities. During the district's input process for the new strategic plan, school and district interest holders were emphatic about ensuring a robust role for the arts in what OUSD students experience. Orcutt is one of few districts to have a nonprofit foundation, the Orcutt Children's Arts Foundation, working actively to promote and fund the arts. Additionally, art and music are vital components of the elementary master schedule that allows time for in-classroom math intervention. This action will be continued.

4.6 Enrichment Opportunities
Effective. This LCAP action has supported a range of important opportunities for students, especially undocumented students with less access to them. These opportunities include the fourth-grade aquatic safety/swim lesson program at the Santa Maria Valley YMCA, Science Camp for sixth graders, and more. These opportunities have strong backing from school and district interest holders, and the action will be continued.

4.7 Social/Emotional Learning Curriculum
Effective; showing promise. Monthly lessons of SEE Learning were implemented around the district with support from three staff who have been certified as SEE Learning trainers. Implementation needs to expand in 2024-2025 for SEE Learning to have more benefit to students. This action will be continued.

4.8 Parent Square Home/School Communication Platform
Effective. Parent Square remains an indispensable means of communicating with parents in the language and format of their choosing. In 2024-2025 the district will be transitioning to district and school websites developed by Parent Square, so Orcutt's work with Parent Square is expanding. This action will be continued.

4.9 Social Worker
N/A. Action discontinued prior to 2023-2024 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This particular goal will be discontinued, as the qualities and outcomes it sought have been incorporated in new LCAP goals. Most actions will be continued, expanded, or enhanced in some form based on evaluation of effectiveness or identified ongoing need.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov*.*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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
Orcutt Academy Charter School	Joseph Dana Assistant Superintendent, Educational Services	jdana@orcutt-schools.net 805-938-8934

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Orcutt Academy is a public charter school that is chartered and operated by the Board of Trustees of the Orcutt Union School District, and functions with dependence on the governance and administration of the district. The Orcutt Academy operates under its own distinct

County/District/School (CDS) number and designated Charter Number (#967). Students take the same statewide assessments and the school is subject to the same accountability measures as other public schools and districts. The Orcutt Academy uses thematic learning strategies in grades TK-8 that transition to a college preparatory focus and Advanced Placement and concurrent college enrollment opportunities at Orcutt Academy High School. The current school year is OA's 16th year of operation.

The Academy has been successful on many levels. It has solid student assessment results, strong enrollment interest from students and families, and a six-year accreditation term from the Western Association of Schools and Colleges (WASC). In Fall 2013, the Orcutt Union School District Board of Trustees received a California School Boards Association Golden Bell Award for its leadership and initiative in envisioning, launching, and operating Orcutt Academy High School (OAHS). In Spring 2015 and again in Spring 2017, Orcutt Academy High School achieved a "Silver" rating from U.S. News & World Report, distinguishing it as one of the top high schools in the nation, and for several years running it has been U.S. News' top ranked high school in Santa Barbara County. In Spring 2018, the Orcutt Academy's charter was renewed for the second time by the Orcutt Union School District Board of Trustees. The Academy's current term had been set to expire on June 30, 2023, but due to a 2021 state law (AB 130) its term now will expire on June 30, 2025.

Unlike other schools in the Orcutt Union School District, the Orcutt Academy must recruit every student. This has created a business model that puts customer satisfaction in the forefront, with the success and survival of the Orcutt Academy depending on positive reviews from students, parents, and the community. The entire staff, TK-12, has embraced this concept, as demonstrated by the positive feedback on school climate surveys and continuing interest in enrollment.

Enrollment for 2023-2024 for transitional kindergarten through 12th grade at OA is 778. Enrollment is up 10 students from 2022-2023.

Students attending the Orcutt Academy come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school for 2023-2024 is 45.50% Hispanic or Latino, 38.05% White, 8.48% Two or More Races, 1.80% African American, 1.67% Filipino, 1.41% Asian, 0.51% Pacific Islander, 0.51% American Indian or Alaska Native, and 2.06% Declined to State. Subgroup composition includes 35.99% Socioeconomically Disadvantaged, 8.10% Students with Disabilities, 2.06% English Learners, 1.03% Long Term English Learners (LTELs), 0.77% Homeless Youth, and 0.51% Foster Youth. The percentage of Socioeconomically Disadvantaged students has increased by over 10% from 2022-2023.

The mission statement of the Orcutt Academy:
• The mission of the Orcutt Academy is to create a learning community which values the application of academic learning in the "real world" while promoting Intercultural understanding and respect for others. The creation of new knowledge is encouraged and expected, thereby equipping graduates for successful academic and workforce experiences as lifelong learners.

The Orcutt Academy's Schoolwide Learner Outcomes (SLOs)*:
• Generate strong relationships. OA students will capitalize on a nurturing, inclusive environment to build strong relationships with each other and with staff.
• Refine academic and life skills. OA students will develop and apply academic and life skills. OA will provide high academic expectations and rigor while also providing timely interventions to ensure the success of all students.
• Exhibit a plan for the future. OA will prepare its students for college and career success. Students will graduate with a plan for postsecondary success that reflects individual goals and interests.

• Attitude rooted in responsibility and character. OA students are challenged to make moral and ethical decisions and to give back to their community.
• Total connection with school. OA students become affiliated with the school through involvement in a variety of extracurricular and cocurricular activities.

*Note: The SLOs currently are being rewritten in association with the Academy's self-study in preparation for a Western Association of Schools and Colleges (WASC) accreditation visit.

This school year, the district developed a new strategic plan that has greatly influenced this Local Control and Accountability Plan (LCAP). Following is the process undertaken in creating the plan as well as the plan itself:

The district's strategic planning consultant, Jim DeLizia, took time at the outset of the process to get to know the district and its community. He interviewed trustees, members of Cabinet, representatives of the Management Team, and key parent groups to ask about high-impact trends and issues, district operating issues and vulnerabilities, and perceptions of the district. Concurrently, he and members of a Core Planning Group (members of Cabinet and representatives of OUSD Management Team) conducted one-on-one interviews of community leaders (including public officials, business leaders, former OUSD trustees, and former OUSD superintendents) to gain their perspectives on the same topics. The result was a comprehensive report that summarized the input and articulated a vision for the district's future ("OUSD Vision 2033").

The Core Planning Group met eight times to review educational partner input and draft the strategic plan. Much of the work revolved around developing and writing a mission statement, vision statement, pillars, long-term goals, and operating values. The end product was as follows:

MISSION STATEMENT

Students in the Orcutt Union School District come first. We partner with our families and the community to ensure that each student has the skills, resilience and drive to achieve their full potential.

VISION STATEMENT

Orcutt Union School District students experience a high quality education in a caring, inclusive, and safe environment that inspires them to discover their path, and pursue their goals and aspirations.

PILLARS AND LONG-TERM GOALS

Student Learning and Preparedness

1. Students will develop the foundational skills and the social-emotional strength to contribute, adapt and lead in an ever-changing world.

2. The Orcutt Union School District will structure a learning experience that strives to meet the individual needs and expectations of students and families.

Outreach and Partnership

3. The Orcutt Union School District will be deeply linked to partners and resources in the community that champion positive outcomes for students and families, from pre-kindergarten to high school and adulthood.

4. Serving as a cornerstone of the greater Orcutt community for generations, Orcutt schools will be a place where each family experiences equity and a sense of belonging and pride in their school.

District Development and Performance

5. The Orcutt Union School District will be sought after by families due to its innovative approach to education, multiple pathways of learning, committed and highly competent District staff, and its caring, inclusive, and collaborative culture.

6. The Orcutt Union School District will operate in a fiscally responsible manner with the resources, leadership and infrastructure needed to support evolving student needs, including innovative programs and services.

OUSD OPERATING VALUES

Students First. We believe that the best interests of our students must be at the center of all decision-making in the District.

Student Well-being. We believe that in order for students to learn, they must feel safe physically, socially, and emotionally.

The Power of Community. We believe that when families, District staff, and the community actively work together to realize a shared vision for education, our students can reach their highest potential.

Inclusiveness. We believe that engaging and appreciating diverse perspectives will make us stronger as a school community.

Mutual Respect. We believe that treating each other with dignity, respect and kindness is the foundation for positive and productive relationships between students, teachers, parents, District staff, the Board of Trustees and community members.

Parent and Family Engagement. We believe that parents and families are essential partners with the District in their child's education and development.

Student Potential. We believe that with clear goals, opportunity, support, and hard work, students can realize their potential.

Individualized Learning. We believe that students thrive when their individual learning needs are met.

Innovation. We believe that risk-taking, in a safe, supportive environment, is essential for the continuous improvement of our schools and of public education.

Leadership Opportunities. We believe that every student has the ability to lead and that it is our responsibility to help them develop the skills and provide them with the opportunities and experiences to do so.

The plan also included a list of strategic opportunities and the following list of priorities for 2024:

2024 PRIORITIES

1. Supports: Develop a system that provides timely, targeted academic and behavioral support for identified students.

2. Enrollment and Attendance: Identify and implement strategies to increase student attendance.

3. Learning Methods: Identify and test instructional models to engage students, meet student needs, and increase academic achievement.

4. Parent and Family Outreach, Engagement and Support: Charge each school with developing a focus and strategy to improve parent participation in the school and in their child's education.

5. Inclusive Practices: Implement and show progress on inclusive practices across all school settings.

6. Financial Capacity: Adjust programs and staffing to transition away from the use of one-time funding.

7. Staffing and Professional Development: Develop training targeted to job classifications.

8. Facilities and Safety: Continue to implement site safety and training strategies.

The entire plan can be accessed at this link: https://www.orcuttschools.net/wp-content/uploads/2024/04/Strategic-Plan-and-Framework-2024-2029-Final-Plan-Board-Adopted-2-14-24.pdf

Once the plan was written, DeLizia worked with Cabinet on a plan implementation system that included discussion of how to align the strategic plan with other district plans such as the LCAP; how to monitor, measure, and report progress; and how often to update the strategic plan. The Cabinet ultimately decided that it would be in the district's best interest to align the strategic plan directly with the LCAP by stating as LCAP goals the first five goals of the strategic plan. This way the strategic plan will be "front and center" as the district moves forward.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The Orcutt Academy can cite many successes from an eventful 2023-2024 school year. A full recounting of school and district successes and identified needs follows.

REFLECTIONS: SUCCESSES

California School Dashboard

As a school we can see the following successes on the 2023 edition of the California School Dashboard:

- The Academy's Graduation Rate remained high (98%), increased by 2.5% from 2021-2022, and garnered a blue rating on the Dashboard. All three subgroups also had blue ratings: Hispanic students (98.4% graduated), Socioeconomically Disadvantaged students (96.9% graduated), and White students (97.3% graduated).
- The College/Career Indicator remained "very high," with 71.9% of students placed on the "prepared" level. Hispanic students had a "high" rating (57.4% prepared), and Socioeconomically Disadvantaged students (72.3% prepared) and White students (84.9% prepared) were given "very high" ratings.
- English Learner Progress as reported by the Dashboard increased 15.1% (56.3% of the Academy's 16 English Learners making progress toward English language proficiency).
- Chronic Absenteeism declined by 12.4%. While still at a yellow rating for having 14.5% of students chronically absent, chronic absenteeism generally declined in 2023-2024. Subgroups with substantial decreases include Hispanic students (11.3% chronically absent, yellow rating), Socioeconomically Disadvantaged students (12.8% chronically absent, yellow rating), and White students (19.4% chronically absent, yellow rating).

Emergency Preparedness

The district's efforts with emergency preparedness have positively impacted all schools and are worthy of mention. All employees -- teachers, classified employees, and administrators -- were trained in the Standard Response Protocol for responding to emergencies (https://iloveuguys.org/The-Standard-Response-Protocol.html). Steps have included the following:
- The district has established a district leadership team on school safety.
- A full day of professional development for certificated and classified employees in critical issues in school safety (September 2023). The Standard Response Protocol was the basis of the training. The day included a four-hour district presentation by nationally recognized safety presenter Jeff Solomon followed by a two-hour site discussion on how to operationalize the Standard Response Protocol.
- A full day of professional development for certificated and classified employees in responding to active assailants (November 2023). The day included a four-hour district presentation by Solomon followed by a two-hour site discussion reviewing the Standard Response Protocol.
- Two full days of training for members of the district Management Team (August and October 2023).
- In November 2023 the district sent a team to the National Association for Behavioral Intervention and Threat Assessment (NaBITA) Conference.
- In March 2024 the district sent a team to a countywide crisis communications workshop presented by Solomon.

Orcutt takes pride in its work on emergency preparedness and its focus on this topic has been well received by all district interest holders.

Other Progress in 2023-2024

- In the annual U.S. News & World Report rankings of the country's high schools, Orcutt Academy High School continued to be No.1 in Santa Barbara County. The rankings of nearly 25,000 public high schools nationwide are based on multiple factors, including college readiness, state assessment performance, underserved student performance, college curriculum breadth, and graduation rate. OAHS' school score improved from the 2023 U.S. News rankings. OAHS has a score of 90.16, which puts it 1,755th in national rankings, 248th among California high schools, 284th among the country's charter high schools, and No. 1 in our county.

- On May 20, 2024, OAHS celebrated the official Grand Opening of a new on-campus Multi-Use/Gymnasium Building, and on June 5, 2024, OAHS held its first graduation event at the facility using the outdoor stage. The building features a basketball/volleyball court, an indoor/outdoor stage for performances and events, and adjoining locker rooms. It will be utilized for physical education, school events and rallies, basketball and volleyball competition, and performances. The $12.5 million facility and adjacent parking lot were funded primarily by Measure G, a bond measure approved by OUSD voters in November 2016. OAHS, the Orcutt Union School District, and the community at large look forward to making full use of the building in 2024-2025.

- OAHS continued to make progress with offerings in Career and Technical Education (CTE). Its pathway in the Information Communication and Technologies (Networking) sector added a gateway course, CTE Introduction to Computer Science, that leads to subsequent courses in CTE AP Computer Science Principles and CTE Cybersecurity. In February 2024 students from CTE Cybersecurity made a presentation on their course curriculum to the OUSD Board of Trustees; the presentation was extremely well received. Additionally, the school's Arts, Media, and Entertainment (Performing Arts) pathway -- Drama, Advanced Drama Production, and Technical Theatre -- continues to thrive. Students from this pathway performed three plays during the school year. Two concurrent enrollment education courses, EDU 130 (Exploring Teaching) and ECS 100 (Child Growth and Development), are being converted into a CTE pathway in Child Development, and Family Services (Child Development). And OAHS will launch a Health Science and Medical Technology (Patient Care) CTE pathway in 2024-2025 thanks to a partnership with Allan Hancock College. A concurrent enrollment course, EMS 102 (First Aid & Safety) will be offered to all ninth graders in the coming year, and in 2025-2026 OAHS will offer a second pathway course.

- OAHS CTE students continue to participate -- and excel -- in SkillsUSA competitions as part of Allan Hancock College's team. (SkillsUSA is a career and technical student organization that involves students in vocational training and vocational skills competitions.) In a regional held in April 2024, OAHS students won the state championship in extemporaneous speaking, earned a silver medal in the open job skills demonstration, took silver in architectural drafting, and came away with bronze in early childhood education. These accomplishments are noteworthy considering the OAHS contingent was competing against college students!

- OAHS' Early College Cadre partnership with Allan Hancock College continues to prosper. Each cadre starts with 30 students and is named for its graduation year. The first group, Cadre 2026, currently has 27 students, and Cadre 2028 has 28 students -- and both Cadres are on track to deliver participants an AHC associate's degree in liberal arts by the time they finish high school. Meantime, concurrent enrollment courses are expanding. Nine concurrent enrollment courses were offered this school year, with more slated to be added in 2024-2025.

- Enrollment interest in OAHS and OAK-8 continues to be strong. The total of 436 applicants for 2024-2025 was up from the 417 submitted for 2023-2024. OAHS drew 220 applicants for ninth grade, up from 196 the previous year.

- A new Academic Seminar offering at OAHS was introduced this school year as an intervention for students who had struggled to pass courses and/or maintain a 2.0 grade point average. The course has made a positive impact on participating students, as grade point

averages, course completion, and student confidence all are on the upswing. For more on this course, see section on Comprehensive Support and Improvement.

- OAK-8 students enjoyed several enriching learning experiences this school year. Grades 1-8 took a daylong field trip to the Los Angeles Science Center. Other exciting activities included Space STEM activities for all students provided by the U.S. Space Force and several assemblies provided by the PTSA.

- E-sports continued to be a popular and valued outlet for participating OAHS students, as Spartan e-sports teams competed against high schools from around the nation. The team has a new on-campus home in a shared larger classroom.

- The district team that attended the NaBITA conference -- the superintendent, a Special Education program specialist, a principal, a vice-principal, and a psychologist -- has become the district CARES (Comprehensive Alignment of Resources and Educational Supports) Team. This multi-disciplinary team will oversee implementation of a new MTSS Plan for Behavior and identify community partners for the plan. The team also has presented to administrators on the NaBITA K-12 Risk Rubric, which allows educators to assess the severity of a behavioral situation and intervene appropriately. The long-range vision is for the district CARES team to be augmented by a CARES team at each site.

- After being piloted extensively, SEE (Social, Emotional, and Ethical) Learning was implemented in grades K-8 districtwide this school year. A district team (three staff who have been certified by SEE Learning as trainers) have put together slides and lesson plans to help teachers deliver at least one SEE lesson each month. The curriculum has been well received, and the district will increase the frequency of SEE lessons in 2024-2025.

- To meet students' mental health needs, the district is in its second year of collaboration with the Santa Barbara County Education Office on a Mental Health Student Services Act-funded program to provide students access to a community navigator. Navigators currently are assigned to OAHS and the district's junior high schools but are available to serve any district students with intensive needs.

- The school as well as district staff earned special recognition. During Summer 2023, readers of the Santa Maria Sun voted OA the area's "Best Charter School." Leslie Wagonseller, the district's executive director of technology and educational services, was selected by the Association of California School Administrators (ACSA) as Technology Administrator of the Year. OUSD Child Nutrition Department Office Manager Marianne Heuchert were named Santa Barbara County Classified Employee of the Year in her category (clerical and administrative services). Superintendent Dr. Holly Edds was selected for a Crystal Apple Educator Award.

- The district has some strong community partnerships and is engaged in the community as well. The Santa Maria Valley YMCA continued to support swim/aquatic safety lessons for fourth graders. The California Army National Guard took over the DARE Program for sixth graders and the change was well received. Meanwhile, the district management team took time to visit sites in the community that highlighted services, industries, and programming that are relevant to Orcutt students and families. The team made visits to Toyota of Santa Maria, the Santa Maria Police Department, the Allan Hancock College Fine Arts Complex, and a strawberry field and cooler. The team also hosted speakers from the Santa Barbara County Sheriff's Department and CommUnify.

- The Orcutt Children's Arts Foundation (OCAF), a district affiliated nonprofit, continued to promote the arts in classrooms and the community. For the first time, the annual Old Town Orcutt Chalk Festival was the product of four Orcutt-based organizations working

together: OCAF, Orcutt Area Seniors in Service (OASIS), the Old Orcutt Merchants Association (OOMA), and the Old Town Orcutt Revitalization Association (OTORA). On its October 7 date (the event was postponed from September 30 due to rain) the Chalk Festival drew a huge turnout of students and families for a community celebration of chalk art, music, dancing, and the arts in general. The OCAF Gala fundraiser, held in March 2024, also was successful.

- Members of the OUSD Board of Trustees continued to be highly engaged in the district. Trustees frequently visit school sites, attend school events, and help with district affiliated foundations (a trustee served as president of OCAF this year). At all times they show interest in and support for the students, staff, families, and community of the district.

REFLECTIONS: IDENTIFIED NEEDS

California School Dashboard

On the California School Dashboard, Orcutt Academy has no red indicators schoolwide or for subgroups in any area. That said, we can identify the following concerns as shown on the Dashboard:

- In English/language arts, the performance of All Students (grades 3-8 and 11) declined 37.1 points (performance level of 2 points above standard, yellow rating), and all three subgroups also declined: Hispanic students (declined 24.5 points, 19.7 points below standard, orange rating), Socioeconomically Disadvantaged students (declined 49.8 points, 27.2 points below standard, orange rating), and White students (declined 48.8 points, 15.7 points above standard, green rating).
- In Mathematics, the performance of All Students declined 22.5 points (38 points below standard, orange rating), and all three subgroups also declined: Hispanic students (declined 14.1 points, 64.5 points below standard, orange rating), Socioeconomically Disadvantaged students (declined 28.2 points, 76.9 points below standard, orange rating), and White students (declined 12.6 points, 2.3 points below standard, yellow rating).
- The school's Suspension Rate increased for All Students (2.9% suspended at least one day, increased 1.2%, orange rating) and for all five subgroups: Hispanic students (4.2% suspended, increased 2.1%, orange rating), Two or More Races (2.6% suspended, increased 2.6%, orange rating), Socioeconomically Disadvantaged students (3.6% suspended, increased 0.4%, orange rating), Students with Disabilities (4.2% suspended, increased 2.9%, orange rating), and White students (2.1% suspended, increased 0.6%, yellow rating).

Other Identified Needs

The continuing high suspension rate (suspensions actually increased in 2023-2024) has caused concern during the school year and been a focal point of planning for 2024-2025. Moving forward, we know we need to examine and improve Tier 1 behavioral practices such as communication of expectations to students, our social/emotional learning curriculum (SEE Learning), our PBIS behavior system, and more. But we also are wanting to continue to try some strategies that may help reduce suspensions.

Professional Learning Communities (PLCs) in our district need a boost. Prior to COVID, we sent literally scores of teachers and administrators to PLC conferences, and they were able to implement what they had learned about PLC protocols. Since then, many of these educators have retired, and we have hired a sizeable number of newer teachers. To redevelop PLC knowledge in our schools, we have planned our own district PLC "mini-conference" on consecutive PD days on August 8-9, 2024. Four Solution Tree PLC experts will present

on topics such as "Using Data in Your PLC," "Quality Common Formative Assessment," "Reading Intervention in a PLC," "Best Strategies for Differentiated Core Instruction for ALL," and much more. We also have planned targeted sessions for administrators and teachers who serve as PLC Leads. We are excited about this step and believe it will fill a significant need in setting up 2024-2025 for success. (This is part of LCAP Action 1.5.)

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The district, including the Orcutt Academy, is participating in two types of technical assistance:

Differentiated Assistance

The district qualified for Differentiated Assistance (DA) based on the 2023 CAASP and California School Dashboard performance of two of its subgroups: Students with Disabilities and Foster Youth. While OA does not qualify for Differentiated Assistance, its administrators have participated in the district's DA work.

Shawn Carey and Rachel Fauver, Santa Barbara County Education Office directors of school and district support, have worked with district administration on processes for data analysis and improvement planning. A planning session on January 30, 2024, set up sessions with the district's Core Management Team on April 16 and 23, 2024. The April 16 session engaged the team in a data review that revealed areas of strength, areas for improvement, performance trends, and areas with uneven outcomes. The review included attendance and suspension data for the current school year to date, and the team saw overall improvement in both areas. The April 23 session took up problems of practice pertaining to the Students with Disabilities subgroup. The team chose to focus on the problem of improving Students with Disabilities' access to grade-level core curriculum. Next steps discussed and planned by the team include the following:
- Implementing co-taught content area courses at OAHS and district junior high schools (LCAP Action 1.15)
- Implementing the district's new MTSS plan for student behavior (LCAP Action 2.1)
- Continuing the district's system of behavioral supports for identified students (LCAP Action 2.2)
- Continuing the district's work on inclusive practices and Universal Design for Learning (UDL) with consultant Kevin Schaefer (LCAP Action 2.6)
- Launching a district Teacher on Special Assignment (TOSA) position focusing on Special Education and Students with Disabilities (LCAP Action 2.8)

As stated above, all of these efforts have been integrated into the OUSD and OA LCAP documents.

Compliance and Improvement Monitoring (CIM)

The district qualified for CIM for Special Education timeline compliance data pulled from the California School Dashboard, the SIRAS IEP data system, and CALPADS. Orcutt is in Level 2 of CIM, which entails local monitoring through the Santa Barbara County Special Education Local Plan Area (SELPA). CIM is a three-step process that includes a data review, a policy and procedure review, and a root cause analysis. The CIM action plan includes the following:

- Districtwide uniform MTSS process
- Commitment to districtwide continuous improvement in inclusive practices
- Commitment to districtwide professional development in Universal Design for Learning (UDL) with consultant Kevin Schaefer
- Site-level monitoring

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.

Orcutt Academy High School qualifies for Comprehensive Support and Improvement (CSI) due to its graduation rate. An erroneous data submission resulted in the OAHS graduation rate for 2019-2020 being reported as 1.5%, and this has impacted our four-year graduation rate and qualified us for CSI.

The current level of performance relative to the graduation rate is as follows: On the 2023 California School Dashboard, OAHS Academy has a "very high" rating schoolwide (98.0% graduated) and all three of its subgroups also are rated "very high": Hispanic students (98.4% graduated), Socioeconomically disadvantaged students (96.9%), and White students (97.3%).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Orcutt Union School District and Orcutt Academy High School are implementing a CSI plan designed to improve the OAHS graduation rate. At this time the plan includes the following components:
- Credit recovery offerings both in the summer and during the school year that utilize the Edgenuity online platform. Edgenuity has proven to be a successful venue for credit recovery for OAHS students. In Summer 2023, 57 students participated in credit recovery, and as of this writing 35 students are expected to participate this summer.
- Increased monitoring of student progress toward graduation by both the Counseling Office and school administrators. As needed, guidance counselors and the guidance technician will meet directly with students. They also communicate directly with parents/guardians or meet directly with parents/guardians to make sure they are fully apprised of their children's status.
- Implementation of an Academic Seminar course for students whose overall grade point average is 2.0 or lower. Academic Seminar is a year-long course designed to provide additional monitoring and support while also incorporating research-supported reinforcement of school connectivity and emotional intelligence. The teacher is meeting with students one-on-one a minimum of two times per quarter to check in on progress in all classes. As needed, the teacher is instructing and mentoring students so they develop comprehension and higher order thinking skills for all subject matter. Students keep portfolios to provide evidence of academic growth through the semester. Students also are involved in gardening and community service to build a sense of accomplishment and increase engagement in their school. The instructor (Eimile Pay) and a student presented to the OUSD Board of Trustees on the course in February 2024.

- More, and more frequent, specific communication to incoming students about the school's graduation requirements and University of California A-G requirements.

These efforts will continue through 2024-2025. This plan can be changed based on available data (see narrative for Monitoring and Evaluating Effectiveness).

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The district's assistant superintendent of educational services has met quarterly with OAHS site administrators to review the following:
- Course completion progress of students participating in credit recovery
- Data on communication with students and parents/guardians by Counseling Office and administrators
- Grade point averages, course completion, assessment results, and anecdotal reports of students participating in Academic Seminar

Additionally, the assistant superintendent has sought feedback directly from the teacher of Academic Seminar. What can be reported on the school's CSI improvement efforts to date is as follows:

- The number of students needing summer credit recovery has dropped from 57 in 2023 to 35 (as of now) in 2024.
- The Counseling Office has continued to closely monitor student progress toward both graduation and UC A-G completion. Grade checks are frequently run on the school's Aeries student information platform. As needed, parents are contacted for support.
- The Academic Seminar course is succeeding in both raising grades and raising students' expectations for themselves. In the first semester, 77% of juniors and seniors taking the course increased their grade point average by 0.75 or more. Additionally, students report that the course has made a positive impact in their personal expectations. Some students report that they now realize that college is a genuine option for them; other students speak of how the course has allowed them to pass subjects they previously regarded as insurmountable; some students discuss gains in confidence and organization; one student even decided to reduce time spent on his cellphone and leave social media. This course clearly is making a difference!
- OAHS graduation requirements and UC A-G requirements are reviewed with all incoming students and their parents as part of the Grade 9 Course Planning Worksheet. The document also includes information on the California State Seal of Biliteracy that students can pursue.

Based on outcome data, OAHS needs to work to sustain the Academic Seminar course beyond the expiration of CSI Improvement Grant funding in 2025.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
OUSD Board of Trustees and OA Administrators	Strategic Plan August 2023 - Strategic planning consultant Jim DeLizia (https://deliziaconsultingservices.com/) conducted one-on-one interviews of district trustees, superintendent, assistant superintendents, and representatives of Management Team. 11/7/23 - Met with Consensus Group (including board members) 1/9/24 - Met with Consensus Group (including board members) 1/10/24 - DeLizia made a presentation to OUSD Board of Trustees on the strategic plan process and sought input on draft goals. 2/14/24 - OUSD Board of Trustees approved new 2024-2029 District Strategic Plan. LCAP 5/8/2024 - OUSD School Board Meeting - LCAP update (including presentation on goals, actions, and metrics) and invitation for input 6/5/2024 - OUSD School Board Meeting – LCAP Public Hearing (including presentation on LCAP resources and Local Indicators) 6/18/2024 - OUSD Special School Board Meeting – LCAP approval
Students	Strategic Plan 11/7/23 - Met with Consensus Group (including OA students) 1/9/24 - Met with Consensus Group (including OA students)

Educational Partner(s)	Process for Engagement
	LCAP

In October 2023, 367 students in grades 4-12 (approximately 55% of OA students in those grade levels) took a survey on school culture that provided initial data on student perceptions.

In December 2023, 16 seventh graders (100% response rate for students at that grade level), 143 ninth graders (80% response rate), and 122 11th graders (78% response rate) took the California Healthy Kids Survey. This also provided data on student perceptions, and we chose to make this survey a metric for Goal 2 of the new LCAP.

5/9/2024 - Met with two focus groups of OAHS students |
| Parents | Strategic Plan

October 2023 - DeLizia met with key parent groups to seek input for the strategic plan:
10/2/23 - Parents of English Learners
10/5/23 - PTA/PTSA leaders
10/6/23 - Parents of Special Education students
10/6/23 - Parents of foster youth and students experiencing homelessness
11/7/23 - Met with Consensus Group (including parents)
1/9/24 - Met with Consensus Group (including parents)

LCAP

A survey was given to OAHS and OAK-8 parents that focused on parent and family engagement and asked about school-home communication, teacher-to-parent communication, ways in which parents are and can be involved, and more. The survey drew 83 responses, which by our estimate is a participation rate of 23.0%.

3/18/2024 - Met with District English Learners Advisory Council (DELAC)
3/27/2024, 4/25/2024 - Met with OUSD Parent/Superintendent Group |

Educational Partner(s)	Process for Engagement
	4/16/2024 - Met with OA School Advisory Council
Teachers	Strategic Plan 11/7/23 - Met with Consensus Group (including teachers) 1/9/24 - Met with Orcutt Educators Association 1/9/24 - Met with Consensus Group (including teachers) LCAP 2/1/24 - Met with Orcutt Educators Association 4/24/2024 - Situation Appraisal on Student Success with Ralph Dunlap School Staff 5/13/2024 - Met with leadership teams from OAK-8 and OAHS
Classified Employees	Strategic Plan 1/10/24 - Met with California School Employees Association LCAP 3/20/2024 - Met with California School Educators Association
OUSD District Administration and Management Team, including OA Administrators	Strategic Plan 8/29/23, 10/23/23, 10/30/23, 11/7/23, 11/27/23, 12/15/23, 1/9/24, 1/18/24 - Core Planning Group (members of Cabinet and representatives of OUSD Management Team, including OA administrators) met with DeLizia to provide input for and draft the strategic plan. August 2023 - DeLizia conducted one-on-one interviews of superintendent, assistant superintendents, and representatives of Management Team (including OA administrators). 11/7/23 - Met with Consensus Group (including OA administrators) 1/9/24 - Met with Consensus Group (including OA administrators) 2/5/24 - DeLizia met with Cabinet to discuss implementation of the plan.

Educational Partner(s)	Process for Engagement
	LCAP 2/28/2024, 3/18/2024, 4/22/2024, 4/29/2024, 5/6/24 - Met with OUSD Cabinet 4/30/2024 - Met with Core Management Team
Santa Barbara County SELPA	LCAP 2/27/2024 - Met with Santa Barbara County SELPA Mental Health Manager Allison Lindsey (during SBCEO LCAP Template Training) 4/22/2024 - Met with Santa Barbara County SELPA Executive Director Ray Avila
Community	Strategic Plan August and September 2023 - Core Planning Group members conducted interviews of key educational partners from community. 11/7/23 - Met with Consensus Group (including educational partners from community) 1/9/24 - Met with Consensus Group (including educational partners from community)

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

As shown above, the voices and ideas of the district's educational partners are reflected in the district's new strategic plan -- and the first five of the new plan's six goals have been utilized as LCAP goals. The goals for community outreach and partnership (Goal 3) and parent engagement (Goal 4) are new directions for the district LCAP.

Input from educational partners has persuaded the district and OA to take significant action around student behavior. Students, teachers, classified employees, and administrators all have expressed concern about chronic and severe student misbehavior. OAHS students interviewed for the LCAP call OAHS "the safest school in the area" and reported no significant threats. That said, they did share concerns about bullying, harassment, homophobia, and racial slurs. Teachers reported that they have needed to focus more on managing student behaviors, and this detracts from their opportunity to focus on core academic instruction. Some teachers mentioned that behavioral specialists hired by the district have helped reduce severe behaviors. Classified employees stated that instructional assistants need more support with behavioral issues. In some cases, IAs have sustained injuries from children, and the work was characterized as "emotionally exhausting." Classified employees believed a "behavior basics" class similar to what was offered at the March 4 professional development

day should be required for all IAs. Administrators have needed to focus on student behaviors all school year. Severe behaviors have a significant impact, as the principal or vice-principal typically is the person overseeing the response to these incidents, including crisis intervention (if needed), investigation, parent communication, consequences, and follow-up with the student. Moreover, the need to focus on behaviors has impacted site administrators' ability to focus on classroom instruction, teacher supervision and feedback, and instructional leadership. As possible, more vice-principal support is needed in 2024-2025 so more principals receive support from a vice-principal. Finally, representatives of the Santa Barbara County SELPA (Ray Avila and Allison Lindsey) counseled the district to take a more holistic, "wellness" oriented approach to student behavior. Behavior often is not about compliance or even a choice. Rather, it is about regulation and a skill(s) deficit. So the focus needs to be on skill building and mental health support.

This LCAP directly responds to the input received regarding student behavior. Goal 2 includes three actions directly related to behavior: 2.1 MTSS Plan for Behavior and 2.2 Behavioral Supports for Identified Students. Four more actions under Goal 2 are indirectly related to behavior: 2.5 Inclusive Practices and UDL, 2.6 Special Education Program Specialist, and 2.8 Counseling Support. All groups of educational partners have identified student behavior as a critical issue facing the district.

Educational partners also influenced the LCAP in its focus on improving outcomes for students with disabilities. The district's Differentiated Assistance work on this subgroup has underscored the need for inclusive practices and increased access to the core curriculum. The LCAP includes four actions specifically targeting students with disabilities: 1.16 Co-Taught Core Courses at OAHS, 2.5 Inclusive Practices and Universal Design for Learning (UDL), 2.6 Special Education Program Specialist, and 2.7 Special Education Teacher on Special Assignment (TOSA). Educational partners from Santa Barbara County SELPA also advised that the district link its processes for LCAP development, Compliance and Improvement Monitoring (CIM), and Differentiated Assistance. Indeed, CIM and DA actions have been embedded in the LCAP.

Educational partners continue to prioritize mental health and whole-child support for students. Teachers commented that they are asked to play many roles in supporting students and families. Said one teacher, "We've turned into nurse, police, counselor, and much more. It is hard to keep up." Teachers also said they would welcome training in working with special groups such as foster youth and students experiencing homelessness. Parents, teachers, and classified employees praised the district for its implementation of meals for all students. In the words of a classified employee, "The 'invisible hurdle' of filling out free/reduced meal paperwork is gone." The LCAP includes the following actions that would constitute a whole-child approach to supporting students: 1.10 Support for Foster Youth and Students Experiencing Homelessness, 2.4 Expanded Learning Opportunities Program (ELO-P) Enrichment Programming, 2.8 Counseling Support, 4.4 Support for Foster/Homeless Families, and 4.6 California Community Schools Partnership Program (which would provide a district social worker to serve families).

Parent engagement has improved from one standpoint: The level of parents reporting they are "extremely involved" or "very involved" at OA has risen to 48.5%, but parents serving as PTA or PTSA presidents report that interest in school and family events is strong but at the same time there are fewer parent volunteers. "Anything we have offered has had a great turnout, but it is hard to have the same group of parents running events." So parent leaders are interested in having more family events and showcases on campus so more parents can see school and PTA/PTSA programs and hopefully become more involved. LCAP Actions 3.1 Community Outreach Efforts, 4.2 Improved Marketing and Accessibility of District for Parent/Community Engagement, 4.3 Community Liaison and Interpreter Support, and 4.5 Parent/Family Education Events directly address the need to increase parent and family engagement.

Other aspects of the LCAP shaped by input from educational partners:
- The need to consider an off-cycle instructional materials adoption in mathematics to better align classroom instruction with math standards (LCAP Action 1.1 Standards-based Materials)
- The need to plan intensive professional development around Professional Learning Community (PLC) practices and protocols (LCAP Action 1.5 PLCs)
- The need to continue Imagine Learning as a vehicle for English Language Development (ELD) (LCAP Action 1.9 ELD Support)
- The need to continue providing instructional assistants in kindergarten classes (LCAP Action 1.15 IA Support for Kindergarten Students)
- The importance of concurrent enrollment courses and the Early College Cadre that allow OAHS students to accrue early college credit (LCAP Action 1.17 Opportunities for OAHS Students to Earn Early College Credit)
- The need to continue focusing on student attendance (LCAP Actions 2.3 Attendance Incentives and Accountability, 4.3 Community Liaison and Interpreter Support, and 4.4 Support for Foster/Homeless Families)
- The need for principals and schools to have vice-principal support to the extent funding can allow (LCAP Action 2.10 Vice-Principal Support)
- The need to continue to support student enrichment opportunities in the community (LCAP Action 3.3 Student Enrichment Opportunities in Community)
- The need to provide quality professional development to all employee groups, including classified employees (LCAP Action 5.2 Professional Development for Teachers, Administrators, and Classified Employees)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will develop the foundational skills and the social-emotional strength to contribute, adapt and lead in an ever-changing world.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This is Goal No. 1 in the Orcutt Union School District's new strategic plan. Educational partners have broadened the definition of learning to include not just academic skills but social-emotional skills as well. Academic and social-emotional skills are viewed as foundational for students' participation in the world when they graduate from our school system. Operationally, this goal is about Tier 1 instruction -- the initial classroom instruction students receive -- and Tier 2 academic intervention -- how our district responds when students are not acquiring grade-level academic skills.

Associated with Goal No. 1 in the strategic plan are the following strategic opportunities and priorities:

Strategic Opportunities and 2029 Objectives:
- Curriculum: Provide curricula that result in students who have the academic and wellness skills needed for post-secondary success.
- Learning Methods: Implement instructional models and options that stimulate and engage students.
- Supports: Develop and implement a multi-tiered system of support that provides timely, targeted academic, and behavioral support for identified students.
- Future Ready: Identify practices, skills, and tools every student should possess to better prepare them for success in life.

2024 Strategic Plan Priorities:
- Learning Methods: Identify and test instructional models to engage and meet student needs and increase academic achievement.
- Supports: Develop a system that provides timely, targeted academic and behavioral support for identified students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP – English/Language Arts Percent of students meeting/exceeding standard	Percent of students meeting/exceeding standard on the 2023 CAASPP E/LA: All Students: 45.10% Low-income: 33.71% English Learners: 10.18% Long Term English Learners: 6.67% Homeless: 15.00% Foster Youth: 26.67% Students with Disabilities: 14.29%			Increase student performance for all students and each student group by 5%: All Students: 50.10% Low-income: 38.71% English Learners: 15.18% Long Term English Learners: 11.67% Homeless: 20.00% Foster Youth: 31.67% Students with Disabilities: 19.29%	
1.2	CAASPP – Mathematics Percent of students meeting/exceeding standard	Percent of students meeting/exceeding standard on the 2023 CAASPP Math: All Students: 37.53% Low-income: 26.74% English Learners: 7.94%			Increase student performance for all students and each student group by 5%: All Students: 42.53% Low-income: 31.74%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long Term English Learners: 3.33% Homeless: 22.95% Foster Youth: 6.67% Students with Disabilities: 12.92%			English Learners: 12.94% Long Term English Learners: 8.33% Homeless: 27.95% Foster Youth: 11.67% Students with Disabilities: 17.92%	
1.3	UC A-G - Percentage of OAHS students accomplishing UC A-G requirements	66.7% of students in the Class of 2023			75% of OAHS graduates will accomplish UC A-G requirements each school year	
1.4	Advanced Placement Scores - Percentage of OAHS students taking the AP test to score a 3 or higher	61.1% (135 of 221 AP tests taken) scored 3 or higher 71.6% (101 of 141) of students taking AP tests during 2022-2023 scored a 3 or higher			70% of AP tests taken score 3 or higher	
1.5	College/Career Indicator	Percentages of students deemed "prepared" as reported on 2023 California School Dashboard: All Students: 71.9% prepared Hispanic students: 57.4% prepared White students: 84.9% prepared			80% of OAHS graduates schoolwide and by subgroup deemed "prepared"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-income: 72.3% prepared				
1.6	English Learner Reclassification Rate	OA Reclassification Data 16.0% reclassification rate for English Learners in 2022-2023 (4 of 25 English Learners reclassified) OUSD Reclassification Data 10.04% reclassification rate for English Learners in 2022-2023 (56 of 558 English Learners reclassified) 28.17% reclassification rate for Long Term English Learners (LTELs) in 2022-2023 An estimated 9.0% of English Learners (49 in total) have been redesignated as Fluent English Proficient to this point in the 2023-2024 school year.			15% of English Learners will be reclassified as Fluent English Proficient 33% of Long Term English Learners (LTELs) will be reclassified as Fluent English Proficient	
1.7	English Learner Progress Indicator	56.3% of OA English Learners made progress toward English			70% of English Learners will make progress each	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		language proficiency in 2022-2023 as reported on 2023 California School Dashboard District ELPI Data 49.4% making progress in 2022-2023 English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for all English Learners for 2022-2023: Level 4 - Well Developed: 16.41% Level 3 - Moderately Developed: 33.52% Level 2 - Somewhat Developed: 29.35% Level 1 - Minimally Developed: 20.73% English Language Proficiency for Summative ELPAC for Long Term English Learners for 2022-2023: Level 4 - Well Developed: 23.19% Level 3 - Moderately Developed: 43.48% Level 2 - Somewhat Developed: 26.09%			school year as reported by the California School Dashboard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 1 - Minimally Developed: 7.25%				
1.8	Appropriately Assigned and Fully Credentialed Teachers	100% of OA teachers currently are highly qualified and appropriately assigned.			100% of OA teachers will be highly qualified and appropriately assigned.	
1.9	Percent of Students with Access to Instructional Materials	100% of OA students have access to district-adopted materials that are aligned with state standards.			100% of OA teachers will be highly qualified and appropriately assigned.	
1.10	Percent of Students with Access to Required Course of Study	100% of OA students have access to the required course of study.			100% of OA students will have access to the required course of study.	
1.11	English Learner Access to Core Instruction and English Language Development (ELD)	100% of English Learners have access to core instruction and ELD.			100% of English Learners will have access to core instruction and ELD.	
1.12	Percent of Sites Meeting Facility Inspection Tool (FIT) Requirements	Inspections conducted in December 2023 show 100% of OA sites (OAK-8 and OAHS) meet state FIT requirements.			100% of OA sites will meet state FIT requirements.	
1.13	Professional Learning Community (PLC) Self-Rating Device (Teachers rate proficiency in grade-level or departmental PLC team in implementation	The self-rating device for PLCs was administered in Spring 2024. Scores 1-5 (1= low, 5 = high) OAK-8:			Using the PLC Self-Rating Device, grade-level and departmental PLC teams will rate their proficiency in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of PLC components and protocols)	4.23 Essential Standards 3.00 PLC Teams 3.82 Use of Data 3.09 Use of Common Formative Assessment 4.18 Use of RTI/MTSS for Intervention OAHS: 4.14 Essential Standards 4.14 PLC Teams 3.57 Use of Data 3.57 Use of Common Formative Assessment 4.57 Use of RTI/MTSS for Intervention			each PLC component or protocol at 4 or above.	
1.14	NWEA Reading Mean RIT Score by Grade Level	NWEA Reading Spring 2023 Mean (average) RIT Score Grade 1 Mean Rit = 167.29 Grade 2 Mean Rit = 190.43 Grade 3 Mean Rit = 192.79 Grade 4 Mean Rit = 207.29 Grade 5 Mean Rit = 207.80 Grade 6 Mean Rit = 219.63 Grade 7			Average RIT scores in Reading will exceed the NWEA cut points for meeting or exceeding standards (cut points based on performance of NWEA national norming group): Spring: Grade 1 = 174 or higher Grade 2 = 188 or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mean Rit = 221.38 Grade 8 Mean Rit = 224.13 NWEA Reading Fall 2023 Mean (average) RIT Score Grade 1 Mean Rit = 159.86 Grade 2 Mean Rit = 169.86 Grade 3 Mean Rit = 195.86 Grade 4 Mean Rit = 195.50 Grade 5 Mean Rit = 206.81 Grade 6 Mean Rit = 213.53 Grade 7 Mean Rit = 223.06 Grade 8 Mean Rit = 222.75			Grade 3 = 199 or higher Grade 4 = 206 or higher Grade 5 = 211 or higher Grade 6 = 216 or higher Grade 7 = 217 or higher Grade 8 = 222 or higher Fall: Grade 1 = 158 or higher Grade 2 = 175 or higher Grade 3 = 189 or higher Grade 4 = 198 or higher Grade 5 = 204 or higher Grade 6 = 211 or higher Grade 7 = 213 or higher Grade 8 = 218 or higher	
1.15	NWEA Math Mean RIT Score by Grade Level	NWEA Math Spring 2023 Mean (average) RIT Score Grade 1			Average RIT scores in Math will exceed the NWEA cut points for meeting or exceeding	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mean Rit = 179.00 Grade 2 Mean Rit = 191.21 Grade 3 Mean Rit = 205.07 Grade 4 Mean Rit = 212.43 Grade 5 Mean Rit = 214.47 Grade 6 Mean Rit = 229.06 Grade 7 Mean Rit = 228.50 Grade 8 Mean Rit = 240.94 NWEA Math Fall 2023 Mean (average) RIT Score Grade 1 Mean Rit = 169.79 Grade 2 Mean Rit = 183.50 Grade 3 Mean Rit = 186.50 Grade 4 Mean Rit = 201.00 Grade 5 Mean Rit = 216.63 Grade 6 Mean Rit = 217.80 Grade 7 Mean Rit = 232.44 Grade 8 Mean Rit = 230.88			standards (cut points based on performance of NWEA national norming group): Spring: Grade 1 = 177 or higher Grade 2 = 189 or higher Grade 3 = 201 or higher Grade 4 = 213 or higher Grade 5 = 224 or higher Grade 6 = 226 or higher Grade 7 = 231 or higher Grade 8 = 237 or higher Fall: Grade 1 = 160 or higher Grade 2 = 175 or higher Grade 3 = 188 or higher Grade 4 = 202 or higher Grade 5 = 214 or higher Grade 6 = 218 or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Grade 7 = 224 or higher Grade 8 = 232 or higher	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Standards-Based Materials	Standards-based instructional materials will be provided to all students. As of this writing, the district is researching options for an off-cycle math adoption for grades 6-8 that would occur sooner than it would under the state's timetable. The current adoption timetable has the State Board of Education taking action on program adoption recommendations in November 2025, with piloting taking place after that and adoptions occurring for the 2026-2027 school year.	$48,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Teacher on Special Assignment (TOSA) Support	All teachers will be supported in implementing and teaching state standards through assistance from Teachers on Special Assignment (TOSAs). TOSAs will support teachers with effective instructional strategies for classroom instruction (Tier 1) and classroom-based intervention (Tier 2). TOSAs also will support school and district processes for progress monitoring in English/language arts and math, school and district implementation of MTSS, integration of technology in instruction, and specific support for unduplicated students (low-income students, English Learners, foster youth, and students experiencing homelessness).	$25,152.64	Yes
1.3	Executive Director of Curriculum & Instruction	The district's executive director of curriculum & instruction will ensure that OA's teachers and school administrators are supported in successfully implementing and teaching state standards and monitoring student progress toward grade-level proficiency. The executive director will oversee TOSAs in their work to support teachers at school sites (see narrative for Action 1.2). The executive director will ensure that the district's MTSS plan is implemented with fidelity and is effectively serving unduplicated students. The executive director also will work with school leadership teams to evaluate, monitor, and improve programs and protocols around meeting the needs of unduplicated students.		
1.4	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	Universal screening, formative assessments and MTSS progress monitoring assessments will be administered to students to monitor student progress, identify areas of need, and evaluate effectiveness of programs. Data specific to unduplicated students (low-income students, English Learners, foster youth, and students experiencing homelessness) will be analyzed to assess their progress. The EduClimber data management program will be utilized to gather, analyze and communicate academic data to staff. Data will be used in placement for intervention/enrichment groups. Data also will be utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, and Edmentum will be available to individualize instruction as NWEA levels populate to Edmentum to assist in targeting individual academic needs.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Targeted Professional Learning Community (PLC) Work*	Certificated staff (teachers and counselors) will participate in grade-level or departmental Professional Learning Community (PLC) team meetings each week. Two meetings each month will be devoted to improving outcomes for unduplicated students and students with disabilities. Special Education teachers can join general education teachers in these discussions. Each PLC team will have a member who receives a stipend for facilitating weekly PLC meetings, participating on the school leadership team, making regular reports to school administration, communicating school leadership team decisions and discussions to the PLC team, and other negotiated duties. In support of PLCs, a district "mini-summit" is planned in August 2024 to communicate the rationale for PLCs, provide examples of best PLC practices (including identifying essential learning and administering common formative assessments), and focus on the role of PLCs in meeting the needs of unduplicated students. The summit will be funded by the district's Educator Effectiveness Grant.	$141,247.31	Yes
1.6	Principal PLCs*	Orcutt Academy site administrators will participate in district Professional Learning Community (PLC) teams for principals and vice-principals to analyze school and district data, discuss and evaluate the progress of school and district initiatives, and coordinate efforts around instructional leadership. A focus for the "Principal PLC" team will be improving outcomes for unduplicated students and students with disabilities. Meetings will occur at least monthly. Elementary and secondary administrators generally will meet separately but may come together for some topics.		No
1.7	On-Site Academic Intervention	Identified students will receive targeted academic support through on-site interventions provided by the classroom teacher, hourly intervention teachers, and/or the grade level or departmental teaching team. TOSAs will provide support for identification of and training in effective, research-	$140,597.26	Yes

Action #	Title	Description	Total Funds	Contributing
		based interventions for identified students, with a focus on unduplicated students. At OAK-8, SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) will continue as the main reading intervention in the elementary grades. For math intervention, teachers can select from a menu that includes review/reteaching, preview/pre-teaching, extension/enrichment, focus on essential standards, and math games or manipulatives that build number sense. Edmentum (individualized online curriculum) can be used to reduce group size during math intervention. At OAHS, site interventions will include the weekly Specialized Instruction (SPIN) period, in which teachers can "draft" students for extra support or students can self-select to receive it; before-school math tutoring, after-school tutoring in multiple content areas, and afterschool academic intervention; and an Algebra Support course which can be taken by students with intensive math needs concurrently with Algebra 1.		
1.8	Academic Seminar Course at OAHS*	OAHS will continue to offer an Academic Seminar course designed for students who have maintained a grade point average under 2.0 and/or who have struggled to pass courses. The course includes individual check-ins and tutoring, individual goal-setting, development of organizational skills (i.e., note-taking, calendaring, organizing work, etc.), development of school connectivity through working in the school garden and doing service work, and development of emotional intelligence. The course is funded through 2024-2025 by a CSI Improvement Grant.	$10,000.00	No
1.9	Professional Consulting Support	Professional consultants with expertise in English/language arts and math instruction will be retained by the district to provide professional development, demonstration lessons, and individual coaching for teachers and administrators, around effective Tier 1 and Tier 2 practices, essential elements of district-adopted instructional materials, addressing the needs of unduplicated students, instructional leadership, and more. Math consultants can give input on a potential mid-cycle math adoption (see narrative for Action 1.1).	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	English Language Development (ELD) Support	Data on English acquisition by English Learners and Long Term English Learners (LTELs) will be regularly reviewed by the PLCs for school administrators, school leadership teams, and district Educational Services Department, and best next steps will be planned and implemented. Teachers will receive support from TOSAs and the executive director of curriculum & instruction with delivery of designated and integrated ELD for English Learners. As needed, online curricula such as Imagine Learning will be provided to support English acquisition. Increased response opportunities, a focus on academic vocabulary, and increased writing opportunities can help LTELs reach proficiency.	$7,000.00	Yes
1.11	Support for Foster Youth and Students Experiencing Homelessness	Data regarding these students' academic progress will be regularly reviewed by the PLCs for school administrators, school leadership teams, and district Educational Services Department, and best next steps will be planned and implemented. Small-group and individual tutoring will be made available to foster youth and students experiencing homelessness. Scholarships to participate in school activities such as Science Camp for sixth grade will be made available to these students. If needed, school supplies and personal supplies will be made available.	$7,000.00	Yes
1.12	SEE Learning (Social/Emotional Learning Curriculum)	The district will continue and expand its implementation of the Social, Emotional, and Ethical (SEE) Learning Program from Emory University as its social/emotional learning curriculum. The program has been well received around the district, as it gives students important tools for self-regulation, interpersonal interactions, and decision making. A core team including a TOSA, a counselor, and a retired administrator will continue to support implementation of SEE Learning in 2024-2025. Teachers delivered monthly SEE Learning lessons in 2023-2024; implementation will increase in the coming year.	$1,000.00	Yes
1.13	Physical Education Instruction by	Instruction by credentialed physical education teachers is a foundational block in an elementary master schedule that affords regular time for	$53,980.06	Yes

Action #	Title	Description	Total Funds	Contributing
	Credentialed Teachers for Students in Grades TK-8	classroom math intervention. Additionally, this instruction has great worth for students in promoting motor skills, knowledge, and behavior for physical activity, personal fitness, and long-term health.		
1.14	Art/Music Instruction for Students in Grades TK-8	Credentialed music teachers will provide weekly music instruction for students in grades K-6 as well as the opportunity for band instruction for interested students in grades 4-8. Hourly teachers will provide weekly visual arts instruction based on the Arts Attack curriculum with students in grades K-6. This ensures that all students, including unduplicated students, are able to access a robust arts program. Additionally, the music and art schedules will be set up in the elementary master schedule (along with P.E. instruction) to afford regular time for classroom math intervention.	$107,873.41	No
1.15	Pre-service Curriculum Training for New Teachers*	Starting in 2024-2025, new teachers will have the opportunity to be participate in up to three paid preservice days of curriculum training by TOSAs and the executive director of curriculum & instruction. The days (which will be held before the teachers' official first day of work) will include an extensive overview of district adopted curriculum, input on pacing, and an overview of the district's system for progress monitoring.	$2,000.00	
1.16	Instructional Assistant Support for Kindergarten Students	Instructional assistants will continue to be placed in the full-day OAK-8 TK/K classroom to support the academic and behavioral needs of all students. Priority for support will be given to unduplicated students.	$33,247.16	Yes
1.17	Co-taught Core Courses at OAHS*	In 2024-2025 OAHS will implement a co-taught Mathematics course that will include both general education students and students with disabilities and be team taught by general education and Special Education teachers. Co-taught core courses will give participating Special Education students full access to both grade-level curriculum and appropriate support, accommodations, and modifications, etc., and because of this full access these students will have a greater opportunity to reach proficiency in CAASPP E/LA and Math tests. These courses also will obviate the need for accompanying support courses, thereby giving students with disabilities	$10,000.00	

Action #	Title	Description	Total Funds	Contributing
		a greater opportunity to enjoy electives and other course offerings. A focus of team teaching will be Universal Design for Learning (UDL), which makes the curriculum accessible for all students.		
1.18	Opportunities for OAHS Students to Earn Early College Credit*	OAHS will maintain and expand concurrent enrollment courses made available to students in partnership with Allan Hancock College. OAHS also will continue to offer its Early College Cadre, which affords a group of students the opportunity to earn an associate's degree by the time they graduate from OAHS.	$10,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The Orcutt Union School District will structure a learning experience that strives to meet the individual needs and expectations of students and families.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This is Goal No. 2 in the Orcutt Union School District's new strategic plan. In this post-COVID era, student and family needs and expectations have changed, and Orcutt's educational partners recognize the need for the district to provide programming that meets student and family needs and that families find compelling. Operationally, this goal is about student attendance and behavioral support for students (including Tier 2 behavioral interventions for students with behavioral challenges), inclusive practices, and before- and after-school childcare.

Associated with Goal No. 2 in the strategic plan are the following strategic opportunities and priorities:

Strategic Opportunities and 2029 Objectives:
- Supports: Develop and implement a multi-tiered system of support that provides timely, targeted academic, and behavioral support for identified students.
- Enrollment and Attendance: Increase student enrollment and attendance.
- Inclusive Practices: Continue to build a strong sense of community across the district where everyone feels welcome, safe, and valued.
- Inclusive Practices: Ensure that inclusive practices, including Universal Design for Learning, are clearly evident across all school settings.

2024 Strategic Plan Priorities:
- Supports: Develop a system that provides timely, targeted academic and behavioral support for identified students.
- Enrollment and Attendance: Identify and implement strategies to increase student attendance.
- Inclusive Practices: Implement and show progress on inclusive practices across all school settings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	93.86% for 2022-2023. The district attendance rate for 2023-2024 to date (April 26, 2024) is 94.51%.			96% or higher	
2.2	Chronic Absenteeism Rates	2022-2023 Chronic Absenteeism Rates (reported on California School Dashboard*) 14.5% - All Students 11.3% - Hispanic or Latino 19.4% - White 11.1% - Two or More Races 17.6% - English Learners 12.8% - Socioeconomically Disadvantaged 4.3% - Students with Disabilities *Groups not reported have less than 11 students and data is not displayed for privacy			7% or lower schoolwide and for each subgroup	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-2024 Chronic Absenteeism Rates (as of May 1, 2024) 9.64% - All Students 7.69% - African American 0.00% - American Indian 9.09% - Asian 8.33% - Filipino 0.00% - Pacific Islander 8.88% - Hispanic 10.92% - White 9.23% - Two or More Races 0.00% - English Learners 0.00% - Long Term English Learners (LTELs) 0.00% - Foster Youth 33.33% - Homeless 12.04% - Socioeconomically Disadvantaged 14.52% - Students with Disabilities				
2.3	Middle School Dropout Rates	0% in 2022-2023 No junior high school dropouts to date in 2023-2024			0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Pupil Suspension Rates	2022-2023 Suspension Rates (reported on California School Dashboard*) 2.9% - All Students 0.0% - African American 0.0% - Asian 0.0% - Filipino 4.2% - Hispanic 2.1% - White 2.6% - Two or More Races 0.0% - English Learners 0.0% - Long Term English Learners (LTELs) 3.6% - Socioeconomically Disadvantaged 4.2% - Students with Disabilities *Groups not reported have less than 11 students and data is not displayed for privacy To date in the 2023-2024 school year (April 29, 2024) we have the following suspension rates (17 students have been suspended): 2.25% - All Students 0.00% - African American			1.5% or lower schoolwide and for each subgroup	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.00% - American Indian 0.00% - Asian 0.00% - Filipino 100.00% - Pacific Islander 2.58% - Hispanic or Latino 2.11% - White 1.54% - Two or More Races 0.00% - Declined to State 0.00% - English Learners 0.00% - Long Term English Learners (LTELs) 3.28% - Socioeconomically Disadvantaged 0.00% - Foster Youth 0.00% - Homeless 4.84% - Students with Disabilities				
2.5	Pupil Expulsion Rates	0% in 2022-2023 No expulsions to date in 2023-2024			0%	
2.6	California Healthy Kids Survey	Responses to student survey items from Fall 2023: Secondary survey: "How safe do you feel			90% of Grade 7, Grade 9, and Grade 11 students reporting on the California Healthy Kids Survey that	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		when you are at school? • Grade 7: 53% feel very safe or safe • Grade 9: 71% feel very safe or safe • Grade 11: 69% feel very safe or safe			they feel safe at school	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi Tiered System of Support (MTSS) Plan for Behavior*	Teachers and administrators will implement the district's new MTSS plan for behavior. Initiated by a Special Education program specialist with expertise in behavior, the plan includes the following: • Behavior and social/emotional learning components that need to be seen in all classrooms and schools (Tier 1); these include school implementation of the Positive Behavioral Interventions and Supports (PBIS) system and the SEE Learning social/emotional curriculum (see narrative for Action 1.10) • Strategies, an intervention matching form, and intervention fidelity checks for students identified as at risk (Tier 2) • More intensive mental health and/or behavioral supports for students with significant needs (Tier 3) • Threat assessments learned by a district team that attended the National Association for Behavioral Intervention and Threat Assessment (NABITA) Conference in November 2023 The plan will be regularly reviewed by the district Core Management Team and school leadership teams.	$3,000.41	Yes
2.2	Behavioral Supports for Identified Students*	The district will continue to make available behavioral support for students as needed from Board Certified Behavior Analysts (BCBAs) and instructional assistants trained as Registered Behavior Technicians (RBTs).	$50,000.00	No
2.3	Attendance Incentives and Accountability	With the direction and support of the district Educational Services Department, OAK-8 and OAHS will continue to regularly collect and review attendance data with a focus on unduplicated students. School administrators will provide incentives and/or accountability measures (letters to parents, truancy process, and/or referrals to the School Attendance Review Board) as needed to increase student attendance. The district will initiate attendance awareness campaigns that communicate the importance of attendance for student learning. School administrators and school leadership teams will regularly review and analyze attendance data (with a focus on unduplicated students) and plan best next steps.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Expanded Learning Opportunities Program (ELO-P) Enrichment Programming*	Free childcare to unduplicated students in grades TK-6 will continue to be available via the district's Campus Connection Childcare Program in alignment with the state's Expanded Learning Opportunities Program (ELO-P) initiative. The district will continue to provide academic support, academic enrichment, and other enrichment offerings during the program. The ELO-P summer program will offer academic support and enrichment. A certificated administrator will be assigned to oversee ELO-P academic enrichment programming.	$49,053.18	No
2.5	Inclusive Practices and Universal Design for Learning (UDL)*	The district will continue to expand inclusive practices for all students. This will include more access for students with disabilities to grade-level standards-based curriculum, more collaboration between general education and Special Education teachers (including opportunities for Special Education teachers to provide support to general education students), and implementation of Universal Design for Learning (UDL). Progress with inclusive practices and UDL will be regularly reviewed by the Core Management Team and school leadership teams. Training for teachers in UDL will be provided in 2024-2025 and in succeeding years.	$5,000.00	
2.6	Special Education Program Specialist	The program specialist will focus on the district's MTSS plans to focus on the academic, behavioral, and social/emotional needs of students, with a focus on unduplicated students. The program specialist will oversee implementation of the district's MTSS plan for behavior (see narrative for Action 2.1) and be integrally involved in the expansion of inclusive practices and UDL (see narrative for Action 2.5).		
2.7	Special Education Teacher on Special Assignment (TOSA)*	This new position will support Special Education teachers in implementation of inclusive practices, UDL, and the MTSS plan for behavior. The Special Education TOSA will check in regularly with Special Education teachers to assess and respond to student needs. Special monitoring and attention will be invested in students with disabilities who also are unduplicated students.		

Action #	Title	Description	Total Funds	Contributing
2.8	Counseling Support	OA will continue counseling services for students to be provided by credentialed school counselors. Services will include individual and small-group support with social/emotional needs and, as possible, classroom lessons on pertinent topics such as self-regulation, peaceful conflict resolution, and anger management. OAHS counselors will include guidance on course scheduling and postsecondary plans, college awareness and exploration activities, monitoring of student progress toward graduation and UC A-G requirements, and other support. Counselors will prioritize unduplicated students in their services.	$120,199.16	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The Orcutt Union School District will be deeply linked to partners and resources in the community that champion positive outcomes for students and families, from pre-kindergarten to high school and adulthood.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This is Goal No. 3 in the Orcutt Union School District's new strategic plan. In input for the strategic plan, the district's educational partners emphasized the primacy of collaborating with organizations, businesses, high education, other schools and education agencies, and other community resources around supports and opportunities for students and families on and off campus. Operationally, this goal is about these partnerships, and the district recognizes that as student and family needs change from year to year, these partnerships may need to change as well.

Associated with Goal No. 3 in the strategic plan are the following strategic opportunities:

Strategic Opportunities and 2029 Objectives:
- Community Partnership: Establish community connections to support student enrichment and career readiness.
- Community Partnership: Improve student and family access to community resources.

Note: Actions shown here with an asterisk * will be new LCAP actions in 2024-2025.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of School Showcase Events for Community	3 in 2023-2024 Spartan Showcase for OAHS, Open House for OAK-8, OAHS Gym Grand Opening			6 per school year	
3.2	Number of Substantial** Community Partners **"Substantial" community partner defined as a business, organization, institution, or nonprofit that provides substantial volunteer, funding, and/or in-kind support to the school, district, or a district initiative.	16 in 2023-2024 Allan Hancock Community College California Army National Guard Fighting Back Santa Maria Valley Los Alamos Theatre Group Los Alamos Valley Men's Club OAHS Athletic Boosters Orcutt Area Seniors in Service (OASIS) Orcutt Children's Arts Foundation Santa Barbara County Behavioral Wellness Santa Barbara County Education Office Santa Barbara County Sheriff's Department Santa Maria Valley YMCA Space STEM Program, U.S. Space Force Spartatroniks Foundation			25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		STARBASE at Vandenberg Space Force Base Supporting Orcutt Academy's Academic Resources (SOAAR) Foundation				

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Outreach Efforts*	The school and district will continue to invite members of the community to "showcase" events that highlight successful programs and practices at OA. The district also will continue to have its Management Team visit locations	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in the community that provide insight into industries, services, and programming available to OUSD students and families.		
3.2	Student Support from Community Partners*	The district will continue to work with community partners who afford needed support and services to unduplicated students, students with disabilities, and all other students. The Orcutt Children's Arts Foundation gives vital funding to the district's efforts with arts education. The Santa Barbara County Education Office's Transitional Youth Services Program supports foster youth and students experiencing homelessness, and SBCEO also has arranged to station at the district's secondary sites community navigators who help steer the families of students with significant mental health needs to community-based care. Fighting Back Santa Maria Valley is another valuable partner, working with the district on drug/tobacco use prevention, parent education, and more. The California Army National Guard provided DARE instruction for sixth graders in 2023-2024 and will continue in 2024-2025. As of this writing we anticipate that the value of these programs and services in 2024-2025 will be $200,000. All of these programs and services contribute to improved outcomes for unduplicated students and students with disabilities with regard to increasing attendance, reducing suspensions, promoting mental health and wellness, and more.		No
3.3	Student Enrichment Opportunities in Community	OA will continue to support enrichment activities for students that provide new experiences, teach new skills, and contribute to social/emotional health. As possible, these activities also can incorporate creativity, critical thinking, collaboration, and communication. Activities to be planned in 2024-2025 include the district's swim lesson program for fourth graders, makerspace activities based in school libraries, Battle of the Books, the North Santa Barbara County Math Super Bowl, and field trips. These experiences are important for all students, but especially important for unduplicated students.	$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Serving as a cornerstone of the greater Orcutt community for generations, Orcutt schools will be a place where each family experiences equity and a sense of belonging and pride in their school.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This is Goal No. 4 in the Orcutt Union School District's new strategic plan. The equity and sense of belonging every family is entitled to experience at their child's school should translate into more parent engagement in their child's education and school. Operationally, this goal is about the district's efforts to partner with parents and families and increase parent engagement and participation.

Associated with Goal No. 4 in the strategic plan are the following strategic opportunities and priorities:

Strategic Opportunities and 2029 Outcomes:
- Parent and Family Outreach, Engagement, and Support: Increase parent participation in schools and engagement in their child's education.
- Inclusive Practices: Continue to build a strong sense of community across the District where everyone feels welcome, safe, and valued.
- Inclusive Practices: Ensure that inclusive practices, including Universal Design for Learning, are clearly evident across all school settings.

2024 Strategic Plan Priorities:
- Parent and Family Outreach, Engagement, and Support: Charge each school with developing a focus and strategy to improve parent participation in the school and in their children's education.

Note: Actions shown here with an asterisk * will be new LCAP actions in 2024-2025.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Survey on School-Home Communication	School Communication Level (Spring 2024 Parent Survey) 51.35% - Excellent 35.14% - Good 9.46% - Fair 4.05% - Poor			90% of parent survey respondents rate school-home communication as "excellent" or "good"	
4.2	Annual School Survey on School Culture	Responses to two parent survey items from Fall 2023: "Parents feel welcome to be involved in the school." • OAK-8: 76% of respondents indicate "agree" or "strongly agree" • OAHS: 84% of respondents indicate "agree" or "strongly agree" "If I have a problem or concern, I have someone at school I can talk to." • OAK-8: 76% of respondents			On annual school survey on school culture, both schools have 85% of respondents indicating "agree" or "strongly agree" on the following statements: "Parents feel welcome to be involved in the school." "If I have a problem or concern, I have someone at school I can talk to."	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		indicate "agree" or "strongly agree" • OAHS: 85% of respondents indicate "agree" or "strongly agree"				
4.3	Number of District- and School-Initiated Parent/Family Education Events	2 in 2023-2024 (one Family Math Night utilizing Julia Robinson Math Festival materials at OAK-8 and a 2/28/24 Special Education parent night on Alternative and Augmentative Communication)			5 or more per school year	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School-Home Communication Platform	The Parent Square school-home communication platform has proven indispensable for both educators and parents. The platform's ability to communicate in a format (email, text, or voicemail) and language chosen by parent/guardian has dramatically improved the amount and quality of information conveyed between schools and families. In 2023-2024 the district and school sites invested time in preparing to use Parent Square as a communication platform for emergencies.	$5,800.00	
4.2	Improved Marketing and Accessibility of District and School for Parent and Community Engagement*	Now that it has a new strategic plan, the district would like to communicate its values, mission, and brand identity more effectively with parents and community. Specific efforts associated with this action include holding more "showcase" events to highlight district programs and offerings, creating videos that highlight district programs from a lens of what parents need to know, publishing a "family guide to the district" that parents receive at the outset of each school year, updating the district website, and refreshing the district's logo (the district has had the same logo for nearly 30 years). Additionally, OA would like to continue to build its brand through advertising and other community relations efforts.	$5,000.00	No
4.3	Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families	Community liaisons and interpreters provide a critical service for non- and limited-English-speaking families. In 2023-2024 the district added two liaisons so that each elementary site (including Los Alamos) has its own liaison and the three secondary sites (including OAHS) share a liaison. Additional on-campus availability has been worked into the liaison job description, and families have appreciated the expanded availability while the liaisons have become more visible with students. Also this past year, an interpreter was hired to help with the growing number of Mixtec families. In the coming year we want to have liaisons provide more support for families experiencing homelessness (approximately 90% of students		

Action #	Title	Description	Total Funds	Contributing
		experiencing homelessness also are English Learners) and do more to link families to pertinent community resources.		
4.4	Support for Foster/Homeless Families	Support for foster youth and students experiencing homelessness comes from the Educational Services Department. The assistant superintendent of educational services functions as foster/homeless liaison and works with the Santa Barbara County Education Office Transitional Youth Services Program to stay apprised of community and regional resources for these families. Community liaisons also provide support; as noted in the narrative for Action 4.3, approximately 90% of students experiencing homelessness also are English Learners.	$14,698.00	Yes
4.5	Parent/Family Education Events*	The district organizes its own parent/family events. In 2023-2024 the TOSA team organized a Julia Robinson Math Festival (https://jrmf.org/) event at each elementary site; these events engaged students and parents in various fun math tasks and challenges. The district also collaborated with the California Army National Guard on a November 2023 community event that culminated in the sixth-grade DARE Program. The district regularly promotes parent/family events in the community. These have included the "Strengthening Families" parent education series offered by Fighting Back Santa Maria Valley and two local events related to fentanyl, opioids, and drug use prevention. The district plans to expand district-initiated parent and family events in the coming year.	$15,000.00	Yes
4.6	California Community Schools Partnership Program (CCSPP)*	Funded by a California Community Schools Partnership Program (CCSPP) Planning Grant, a social worker will be in place in 2024-2025 to serve students and families, with a focus on (1) Olga Reed School, the district school whose demographics made Orcutt eligible for the grant; and (2) unduplicated students and their families around the district. We recognize that families in Los Alamos and families of unduplicated students in Orcutt have difficulties accessing community-based programming, support, and care. The social worker can help with this.	$15,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	The Orcutt Union School District will be sought after by families due to its innovative approach to education, multiple pathways of learning, committed and highly competent District staff, and its caring, inclusive, and collaborative culture.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This is Goal No. 5 in the Orcutt Union School District's new strategic plan. Student needs, learning styles, and postsecondary goals vary, and the district needs to offer multiple pathways of learning and provide professional development to teachers, administrators, and classified employees around these efforts. Operationally, this goal is about offering a range of educational options to students, Career and Technical Education (CTE) programming and pathways, professional development for staff, technology access for students, and school and district culture.

Associated with Goal No. 4 in the strategic plan are the following strategic opportunities and priorities:

Strategic Opportunities and 2029 Objectives:
- Future Ready: Identify practices, skills, and tools every student should possess to better prepare them for success in life.
- Staffing and Professional Development: Develop a system of employee onboarding, training, and continued education specific to job category.
- Culture: Ensure all those we serve experience a caring, inclusive, collaborative culture across the District.
- Enrollment and Attendance: Increase student enrollment and attendance.

2024 Strategic Plan Priorities:
- Staffing and Professional Development: Develop training targeted to job classifications.

Note: Actions shown here with an asterisk * will be new LCAP actions in 2024-2025.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of OAHS students taking Career and Technical Education (CTE) courses	28.2% of OAHS students taking CTE courses in 2023-2024			50%	
5.2	Spring Staff Professional Development Survey	Response of three employee groups in Spring 2024 survey about 2023-2024 professional development offerings: Teachers (115 responses, approximately 45% of teachers) - 82.60% effective or highly effective Classified employees (51 responses, approximately 20% of classified employees) - 80.39% effective or highly effective Administrators (15 responses, approximately 65% of administrators) - 100% effective or highly effective			90% or more of teachers, classified employees, and administrators (separate surveys) rate district PD offerings as effective or highly effective	
5.3	Principal SAMR Survey on Technology Integration (analysis of level of use of	The SAMR Survey was administered by school administrators in Spring 2024. Based on 133			Evidence of transformational use of technology	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	technology in classroom lessons) Technology use in the classroom was defined as Enhancement (Substitution, Augmentation) or Transformational (Modification, Redefinition)	classroom visits, results are as follows: 1.53% Redefinition 12.21% Modification 45.04% Augmentation 18.32% Substitution (22.90% Technology not in use) 44.36% of teachers were using technology with a "somewhat or direct" connection to the lesson.			(Redefinition or Modification), 20% Technology with a "somewhat or direct" connection to the lesson, 60%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Career and Technical Education (CTE) and Career Exploration Opportunities for Students	OAHS will maintain and expand its CTE pathways so students can acquire career-related skills, obtain job-relevant certifications, and explore potential careers. Pathways will be in place for the following industries: Information and Communication Technologies (Networking); Arts, Media, and Entertainment (Performing Arts); Education, Child Development, and Family Services (Child Development); and Health Science and Medical Technology (Patient Care). Priority for participation will be given to unduplicated students.	$15,000.00	No
5.2	Professional Development for Teachers, Administrators, and Classified Employees	This includes all pertinent professional development for district staff, including topics applicable to LCAP goals, technology integration for classroom learning and workflow, artificial intelligence integration, behavior basics, Nonviolent Crisis Prevention Intervention, and more.	$10,000.00	No
5.3	Continuing and Expanding Independent Study and Online Options for Learning*	This action reflects the continuing availability of both home study and blended programming (mix of home study and in-person learning) via the OAHS Virtual Learning Academy as well as online learning via Edmentum and other platforms.	$10,000.00	No
5.4	Continued Maintenance and Refreshment of Technology Devices for Students	With technology devices provided to all students, the district's Technology Department needs support for continued maintenance and refreshment of such devices. Funding also is needed for maintenance and refreshment of classroom technology and for hot spots that afford internet access for families without such access.	$25,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$591122	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.827%	0.000%	$0.00	6.827%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions
For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Standards-Based Materials **Need:** Academic outcomes for unduplicated students, students with disabilities, and all other students need to be improved. **Scope:**	The district's current math materials are only partially matched with the state's new math framework, and both district math consultants and math teachers are expressing the need for new materials. As of this writing, the district is researching options for an off-cycle math adoption in grades TK-8 that would occur sooner than it would under the state's timetable. The current adoption timetable has the State Board of Education taking action on program adoption recommendations in November 2025, with piloting	CAASPP performance districtwide and by subgroup

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	taking place after that and adoptions occurring for the 2026-2027 school year. Illustrative Math, the program being considered, has more entry points for students as well as Universal Design for Learning components that will make it a better fit for many students, including many unduplicated students and students with disabilities.	
1.2	**Action:** Teacher on Special Assignment (TOSA) Support **Need:** Academic outcomes for unduplicated students, students with disabilities, and all other students need to be improved. **Scope:** LEA-wide	TOSA support is an integral component of OA's efforts to improve the academic achievement of unduplicated students and students with disabilities. TOSAs provide direct, on-site support for classroom instruction (Tier 1) and academic intervention (Tier 2). Focus areas for 2024-2025 include student engagement, standards-aligned instruction, and Universal Design for Learning -- all impactful for raising achievement. TOSAs support progress monitoring for both individual students and subgroups.	CAASPP performance districtwide and by subgroup
1.4	**Action:** Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring **Need:** Academic outcomes for unduplicated students, students with disabilities, and all other students need to be improved. **Scope:** LEA-wide	Universal screening, formative assessments and MTSS progress monitoring assessments will be administered to students to monitor student progress, identify areas of need, and evaluate effectiveness of programs. Data specific to unduplicated students and students with disabilities will be analyzed to assess their progress. A focus area for 2024-2025 is the EduClimber data management program, which the district has designated as the central platform for gathering academic, attendance, and behavioral data. Academic data will be used to place students in intervention/enrichment groups that are meet students' individual needs. Data also will be	CAASPP performance districtwide and by subgroup

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, and Edmentum will be available to individualize instruction, as NWEA levels populate to Edmentum to assist in targeting individual academic needs. The analysis of data, student groupings, and individualization of instruction described here all are impactful for raising achievement.	
1.5	**Action:** Targeted Professional Learning Community (PLC) Work* **Need:** Academic outcomes for unduplicated students, students with disabilities, and all other students need to be improved. Additionally, PLC protocols and processes need to be strengthened. **Scope:** LEA-wide	PLCs are a foundational vehicle for teacher collaboration and data-based decision making around improving outcomes for unduplicated students and students with disabilities. Progress of students in these subgroups will be continually monitored and reviewed in weekly PLC meetings. PLC teams will continually review and plan Tier 1 and Tier 2 efforts around improving academic achievement for these subgroups. PLC teams for principals will review progress of unduplicated students and students with disabilities, and principals will discuss and coordinate their instructional leadership efforts around the goal of improving outcomes for these subgroups. The start-of-the-year PLC "mini-summit" will focus on PLC practices as applied to improving outcomes for these students, and teachers serving as PLC Leads in 2024-2025 will be coached on how to effectively facilitate PLC work.	CAASPP performance districtwide and by subgroup, PLC Self-Rating Device
1.7	**Action:** On-Site Academic Intervention	Research-based academic interventions (Tier 2) enable participating students overcome barriers to learning, develop skills, improve overall academic	CAASPP performance districtwide and by

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Academic outcomes for unduplicated students, students with disabilities, and all other students need to be improved. **Scope:** LEA-wide	performance, and narrow achievement gaps. This is an integral part of the educational program for unduplicated students, students with disabilities, and all other students. SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) will continue as the main intervention in reading. Math intervention will be varied, as teachers can select from a menu that includes review/reteaching, preview/pre-teaching, extension/enrichment, focus on essential standards, and math games or manipulatives that build number sense. All of these interventions are impactful for raising achievement.	subgroup, NWEA performance
1.12	**Action:** SEE Learning (Social/Emotional Learning Curriculum) **Need:** Reduce suspension rate districtwide and with all subgroups; reduce chronic absenteeism districtwide and with all subgroups **Scope:** LEA-wide	Research has shown that explicit instruction for students in self-management, self-awareness, social awareness, and relationship skills results in improved academic outcomes and improved behaviors at school. SEE Learning is such a curriculum. A K-12 education program developed at Emory University to provide educators with the tools to foster emotional, social, and ethical intelligence in students, SEE Learning draws educational research and includes nine components that are consistent across all age levels of the curriculum: 1. Attention and self-awareness 2. Self-compassion 3. Self-regulation 4. Interpersonal awareness 5. Compassion for others 6. Relationship skills 7. Appreciating interdependence	Suspension rate, chronic absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		8. Recognizing common humanity 9. Community and global engagement SEE Learning provides a full, developmentally staged curriculum comprised of over 40 20- to 40-minute learning experiences in these topics. Lessons are written in a straightforward way and are relatively easy for teachers to facilitate. Many lessons revolve around a topic, question, or scenario that students can discuss. We see SEE Learning as an integral Tier 1 practice that over time will contribute to improved behavior and attendance for unduplicated students, students with disabilities, and all other students.	
1.13	**Action:** Physical Education Instruction by Credentialed Teachers for Students in Grades TK-8 **Need:** Academic outcomes for unduplicated students, students with disabilities, and all other students need to be improved. **Scope:** Schoolwide	P.E. instruction is a foundational block in an elementary master schedule that provides regular time for classroom math intervention. Teachers can select from a math intervention menu that includes review/reteaching, preview/pre-teaching, extension/enrichment, focus on essential standards, and math games or manipulatives that build number sense. All of these strategies contribute to improving academic achievement.	CAASPP performance districtwide and by subgroup
1.16	**Action:** Instructional Assistant Support for Kindergarten Students **Need:**	Instructional assistants reduce the staff-student ratio in kindergarten classrooms and can provide targeted support to unduplicated students. English Learners in kindergarten often are at Level 1 or Level 2 on the ELPAC and need support. Instructional assistants also can provide support to	Kindergarten report card (subgroup performance)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Improved transition to kindergarten for unduplicated students and students with disabilities. **Scope:** 　LEA-wide 　Schoolwide	students with more intensive behavioral or social/emotional needs. Input from educational partners validates the need to have instructional assistants present in kindergarten classrooms to support students.	
2.1	**Action:** Multi Tiered System of Support (MTSS) Plan for Behavior* **Need:** The district needs to reduce the suspension rate districtwide and for all subgroups. **Scope:** 　LEA-wide	The suspension rate for unduplicated students, students with disabilities, and all students cannot be decreased without an MTSS Plan for Behavior that includes appropriate teaching, support, and/or interventions at each tier. the plan includes the following: • Behavior and social/emotional learning components that need to be seen in all classrooms and schools (Tier 1); these include school implementation of the Positive Behavioral Interventions and Supports (PBIS) system and the SEE Learning social/emotional curriculum (see narrative for Action 1.10) • Strategies, an intervention matching form, and intervention fidelity checks for students identified as at risk (Tier 2) • More intensive mental health and/or behavioral supports for students with significant needs (Tier 3) • Threat assessments learned by a district team that attended the National Association for Behavioral Intervention and Threat Assessment (NABITA) Conference in November 2023 Implementation of the MTSS Plan will prevent	Suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		severe behavior that results in suspension.	
2.3	**Action:** Attendance Incentives and Accountability **Need:** The district needs to increase attendance and reduce chronic absenteeism districtwide and with all subgroups. **Scope:** LEA-wide	Attendance incentives and accountability measures increase the likelihood that students will be at school, thereby increasing attendance and reducing chronic absenteeism. Unduplicated students and students with disabilities will benefit from additional focus regarding data monitoring, incentives for attendance, and personal outreach to their families. When attendance issues occur, community liaisons, office assistants, and school administrators will engage in personal outreach to the families of these students. If and when needed, truancy and SARB referrals can be done, but a focus for 2024-2025 will be personal communication and outreach to families.	Attendance rate, chronic absenteeism
2.8	**Action:** Counseling Support **Need:** The district needs to reduce the suspension and chronic absenteeism rates districtwide and for all subgroups. **Scope:** LEA-wide	Counseling support is vital for improved outcomes for unduplicated students and students with disabilities, and these students will be prioritized for support. Services will include individual and small-group support with social/emotional needs and, as possible, classroom lessons on pertinent topics such as self-regulation, peaceful conflict resolution, and anger management.	Suspension rate, chronic absenteeism rate
3.1	**Action:** Community Outreach Efforts* **Need:** The district needs to establish community connections to support student enrichment and career readiness. The district also needs	"Showcase" events that highlight successful district and school programs and practices build connections between the district and the community. They enhance community awareness of district and school needs, including the needs of unduplicated students and students with disabilities. They contribute to the building of partnerships that ultimately will result in more	Number of district showcase events for community

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to improve student and family access to community resources. **Scope:** LEA-wide	opportunities for students. For OA, they also promote future student enrollment.	
3.3	**Action:** Student Enrichment Opportunities in Community **Need:** The district needs to establish community connections to support student enrichment and career readiness. The district also needs to improve student and family access to community resources. **Scope:** LEA-wide	Unduplicated students and students with disabilities often do not enjoy access to recreational, educational, and enriching experiences in the community. Enrichment opportunities in the community can be catalysts for improved connections with peers, confidence, and personal skills.	Number of substantial community partners
4.5	**Action:** Parent/Family Education Events* **Need:** The district would like to continue to increase parent participation in schools and engagement in their child's education. **Scope:** LEA-wide	Family/community events scheduled in 2023-2024 have been well received, and educational partners would like to see more in the coming year. A focus for 2024-2025 will be to offer more parent education opportunities, potentially in partnership with other community agencies and organizations. All of this has the potential to improve participation and engagement of families of unduplicated students and students with disabilities.	Number of district- and school-initiated parent/family education events

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** English Language Development (ELD) Support **Need:** English Learners need support in acquiring English proficiency. The district would like to improve English Learner Progress as reported on the California School Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	OA plans to enhance its ELD efforts for English Learners through the following: • Availability of Imagine Learning as an online platform for ELD. DELAC parents commented on the value of Imagine Learning for teaching students English. They also appreciate that Imagine Learning can be accessed at home and students can continue progress during available time after hours, on weekends, and during breaks. • Professional development by TOSAs in best practices for designated and integrated ELD.	English Learner Progress Indicator on California School Dashboard
1.11	**Action:** Support for Foster Youth and Students Experiencing Homelessness **Need:** The performance of Foster Youth as a subgroup resulted in the district being identified for Differentiated Assistance. Outcomes for both Foster Youth and Students Experiencing Homelessness need to be improved across the board. **Scope:** Limited to Unduplicated Student Group(s)	Tutoring for foster youth and students experiencing homeless can be an important support for these students. As teachers are available, the district will continue to facilitate tutoring while also implementing options for special academic support for these students during ELO-P funded afterschool childcare.	CAASPP E/LA and Math testing (subgroup performance)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.4	**Action:** Support for Foster/Homeless Families **Need:** Foster youth and students experiencing homelessness often are significantly impacted by trauma, transience, poverty, and other barriers to learning. This results in increased chronic absenteeism. **Scope:** Limited to Unduplicated Student Group(s)	Access to community and regional resources and support with basic needs helps foster youth and students experiencing homelessness to be able to regularly attend school. This access is facilitated by the district's foster/homeless liaison, the Santa Barbara County Education Office Transitional Youth Services Program, and community liaisons.	Chronic absenteeism by subgroup

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	8659065	591122	6.827%	0.000%	6.827%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$591,122.00	$390,926.59	$50,800.00		$1,032,848.59	$510,330.14	$522,518.45

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Standards-Based Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$48,000.00	$8,000.00	$40,000.00			$48,000.00	
1	1.2	Teacher on Special Assignment (TOSA) Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			$0.00	$25,152.64	$25,152.64				$25,152.64	
1	1.3	Executive Director of Curriculum & Instruction														
1	1.4	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$20,000.00	$5,000.00	$15,000.00			$20,000.00	
1	1.5	Targeted Professional Learning Community (PLC) Work*	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$84,248.31	$56,999.00	$111,247.31	$30,000.00			$141,247.31	
1	1.6	Principal PLCs*	All	No				Ongoing								
1	1.7	On-Site Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$140,597.26	$0.00	$140,597.26				$140,597.26	
1	1.8	Academic Seminar Course at OAHS*	All	No					$0.00	$10,000.00		$10,000.00			$10,000.00	
1	1.9	Professional Consulting Support	All	No					$0.00	$20,000.00		$20,000.00			$20,000.00	
1	1.10	English Language Development (ELD) Support	English Learners	Yes	Limited to Unduplicated Student	English Learners			$0.00	$7,000.00		$7,000.00			$7,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.11	Support for Foster Youth and Students Experiencing Homelessness	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth			$0.00	$7,000.00	$7,000.00				$7,000.00	
1	1.12	SEE Learning (Social/Emotional Learning Curriculum)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.13	Physical Education Instruction by Credentialed Teachers for Students in Grades TK-8	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$53,980.06	$0.00	$53,980.06				$53,980.06	
1	1.14	Art/Music Instruction for Students in Grades TK-8	All Students with Disabilities	No			All Schools		$49,005.01	$58,868.40		$107,873.41			$107,873.41	
1	1.15	Pre-service Curriculum Training for New Teachers*							$2,000.00	$0.00		$2,000.00			$2,000.00	
1	1.16	Instructional Assistant Support for Kindergarten Students	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$33,247.16	$0.00	$33,247.16				$33,247.16	
1	1.17	Co-taught Core Courses at OAHS*							$0.00	$10,000.00			$10,000.00		$10,000.00	
1	1.18	Opportunities for OAHS Students to Earn Early College Credit*							$0.00	$10,000.00			$10,000.00		$10,000.00	
2	2.1	Multi Tiered System of Support (MTSS) Plan for Behavior*	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$3,000.41	$3,000.41				$3,000.41	
2	2.2	Behavioral Supports for Identified Students*	All	No					$0.00	$50,000.00		$50,000.00			$50,000.00	
2	2.3	Attendance Incentives and Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.4	Expanded Learning Opportunities Program (ELO-P) Enrichment Programming*	All	No					$27,053.18	$22,000.00		$49,053.18			$49,053.18	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Inclusive Practices and Universal Design for Learning (UDL)*							$0.00	$5,000.00		$5,000.00			$5,000.00	
2	2.6	Special Education Program Specialist														
2	2.7	Special Education Teacher on Special Assignment (TOSA)*														
2	2.8	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$120,199.16	$0.00	$120,199.16				$120,199.16	
3	3.1	Community Outreach Efforts*	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.2	Student Support from Community Partners*	All	No												.023
3	3.3	Student Enrichment Opportunities in Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$50,000.00	$50,000.00				$50,000.00	
4	4.1	School-Home Communication Platform							$0.00	$5,800.00			$5,800.00		$5,800.00	
4	4.2	Improved Marketing and Accessibility of District and School for Parent and Community Engagement*	All	No					$0.00	$5,000.00		$5,000.00			$5,000.00	
4	4.3	Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families														
4	4.4	Support for Foster/Homeless Families	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income			$0.00	$14,698.00	$14,698.00				$14,698.00	
4	4.5	Parent/Family Education Events*	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$15,000.00	$15,000.00				$15,000.00	
4	4.6	California Community Schools Partnership Program (CCSPP)*	All	No					$0.00	$15,000.00		$15,000.00			$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.1	Career and Technical Education (CTE) and Career Exploration Opportunities for Students	All	No					$0.00	$15,000.00		$15,000.00			$15,000.00	
5	5.2	Professional Development for Teachers, Administrators, and Classified Employees	All	No					$0.00	$10,000.00		$10,000.00			$10,000.00	
5	5.3	Continuing and Expanding Independent Study and Online Options for Learning*	All	No			All Schools		$0.00	$10,000.00		$10,000.00			$10,000.00	
5	5.4	Continued Maintenance and Refreshment of Technology Devices for Students	All	No					$0.00	$25,000.00			$25,000.00		$25,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8659065	591122	6.827%	0.000%	6.827%	$591,122.00	0.023%	6.850 %	**Total:**	$591,122.00
								LEA-wide Total:	$515,443.94
								Limited Total:	$21,698.00
								Schoolwide Total:	$87,227.22

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Standards-Based Materials	Yes	LEA-wide	English Learners Foster Youth Low Income		$8,000.00	
1	1.2	Teacher on Special Assignment (TOSA) Support	Yes	LEA-wide	English Learners Foster Youth		$25,152.64	
1	1.4	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
1	1.5	Targeted Professional Learning Community (PLC) Work*	Yes	LEA-wide	English Learners Foster Youth Low Income		$111,247.31	
1	1.7	On-Site Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		$140,597.26	
1	1.10	English Language Development (ELD) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Support for Foster Youth and Students Experiencing Homelessness	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		$7,000.00	
1	1.12	SEE Learning (Social/Emotional Learning Curriculum)	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,000.00	
1	1.13	Physical Education Instruction by Credentialed Teachers for Students in Grades TK-8	Yes	Schoolwide	English Learners Foster Youth Low Income		$53,980.06	
1	1.16	Instructional Assistant Support for Kindergarten Students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$33,247.16	
2	2.1	Multi Tiered System of Support (MTSS) Plan for Behavior*	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,000.41	
2	2.3	Attendance Incentives and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,000.00	
2	2.8	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$120,199.16	
3	3.1	Community Outreach Efforts*	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,000.00	
3	3.3	Student Enrichment Opportunities in Community	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,000.00	
4	4.4	Support for Foster/Homeless Families	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		$14,698.00	
4	4.5	Parent/Family Education Events*	Yes	LEA-wide	English Learners Foster Youth Low Income		$15,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$886,936.00	$902,674.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	$64,904.00	65000
1	1.2	Standards-Based Materials	No	$15,000.00	5000
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	$10,000.00	5000
1	1.4	Professional Learning Communities (PLCs)	Yes	$6,000.00	4200
1	1.5	On-Site Intervention	Yes	$44,864.00	51250
1	1.6	Professional Consulting, Support Programs	Yes	$15,000.00	8000
1	1.7	English Language Development (ELD) Support	Yes	$11,269.00	
1	1.8	Extra Support for Foster/Homeless Students	Yes	$11,978.00	6500
1	1.9	Executive Director of Curriculum & Instruction	Yes	0	0
1	1.10	Implementation of Summer Extended Learning Opportunities (Action modified for 2023-2024)	Yes	$55,745.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Extended Learning Opportunities - Instructional Assistant	Yes	$8,921.00	8921
1	1.12	Program Specialist	Yes	$15,000.00	15000
2	2.1	CTE Programming	Yes	$66,506.00	66506
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	$28,000.00	28000
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	$5,500.00	6000
2	2.4	Technology Devices/Access for Students	Yes	$20,000.00	15876
2	2.5	Creative Learning Environments	No	$0.00	
3	3.1	Restructuring Instructional Time	Yes	$84,248.00	84250
3	3.2	Professional Development in Universal Design for Learning	Yes	$0.00	0
4	4.1	Counseling Services	Yes	$251,497.00	413648
4	4.2	Focus on Attendance Data	Yes	$0.00	0
4	4.3	Focus on Behavior/Suspension/Expulsion Data	Yes	$0.00	0
4	4.4	Provide credentialed PE teachers for TK-8 students	Yes	$49,983.00	52310
4	4.5	Arts Programming for Students	Yes	$69,901.00	29413

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		(Action modified for 2023-2024)			
4	4.6	Enrichment Opportunities (Action modified for 2023-2024)	Yes	$28,620.00	18700
4	4.7	Social Emotional Learning Curriculum	Yes	$20,000.00	15000
4	4.8	Parent Square Home/School Communication Platform	No	$4,000.00	4100
4	4.9	Social Worker (Action discontinued for 2022-2023)	No	$0.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
536109	$668,509.00	$878,122.00	($209,613.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	$64,904.00	65000	0%	
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	10000	5000	0%	
1	1.4	Professional Learning Communities (PLCs)	Yes	$6,000.00	4200	0%	
1	1.5	On-Site Intervention	Yes	$44,864.00	51250	0%	
1	1.6	Professional Consulting, Support Programs	Yes	15000	8000	0%	
1	1.7	English Language Development (ELD) Support	Yes	$11,269.00	0	0%	
1	1.8	Extra Support for Foster/Homeless Students	Yes	$11,978.00	6500	0%	
1	1.9	Executive Director of Curriculum & Instruction	Yes	0	0	0%	
1	1.10	Implementation of Summer Extended Learning Opportunities (Action modified for 2023-2024)	Yes	0	0	0%	
1	1.11	Extended Learning Opportunities - Instructional Assistant	Yes	8921	8921	0%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	Program Specialist	Yes	15000	0	0%	
2	2.1	CTE Programming	Yes	66506	66056	0%	
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	28000	28000	0%	
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	6500	6000	0%0%	
2	2.4	Technology Devices/Access for Students	Yes	20000	15876	0%	
3	3.1	Restructuring Instructional Time	Yes	$84,248.00	84248	0%	
3	3.2	Professional Development in Universal Design for Learning	Yes	$0.00	0	0%	
4	4.1	Counseling Services	Yes	$126,815.00	413648	0%	
4	4.2	Focus on Attendance Data	Yes	$0.00	0	0%	
4	4.3	Focus on Behavior/Suspension/Expulsion Data	Yes	$0.00	0	0%	
4	4.4	Provide credentialed PE teachers for TK-8 students	Yes	$49,983.00	52310	0%	
4	4.5	Arts Programming for Students (Action modified for 2023-2024)	Yes	$69,901.00	29413	0%	
4	4.6	Enrichment Opportunities (Action modified for 2023-2024)	Yes	$28,620.00	18700	0%	
4	4.7	Social Emotional Learning Curriculum	Yes	0	15000	0%	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
8659065	536109	0	6.191%	$878,122.00	0.000%	10.141%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act 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 schools within the LEA that have been identified for CSI.

Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners
Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

   - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions
For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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