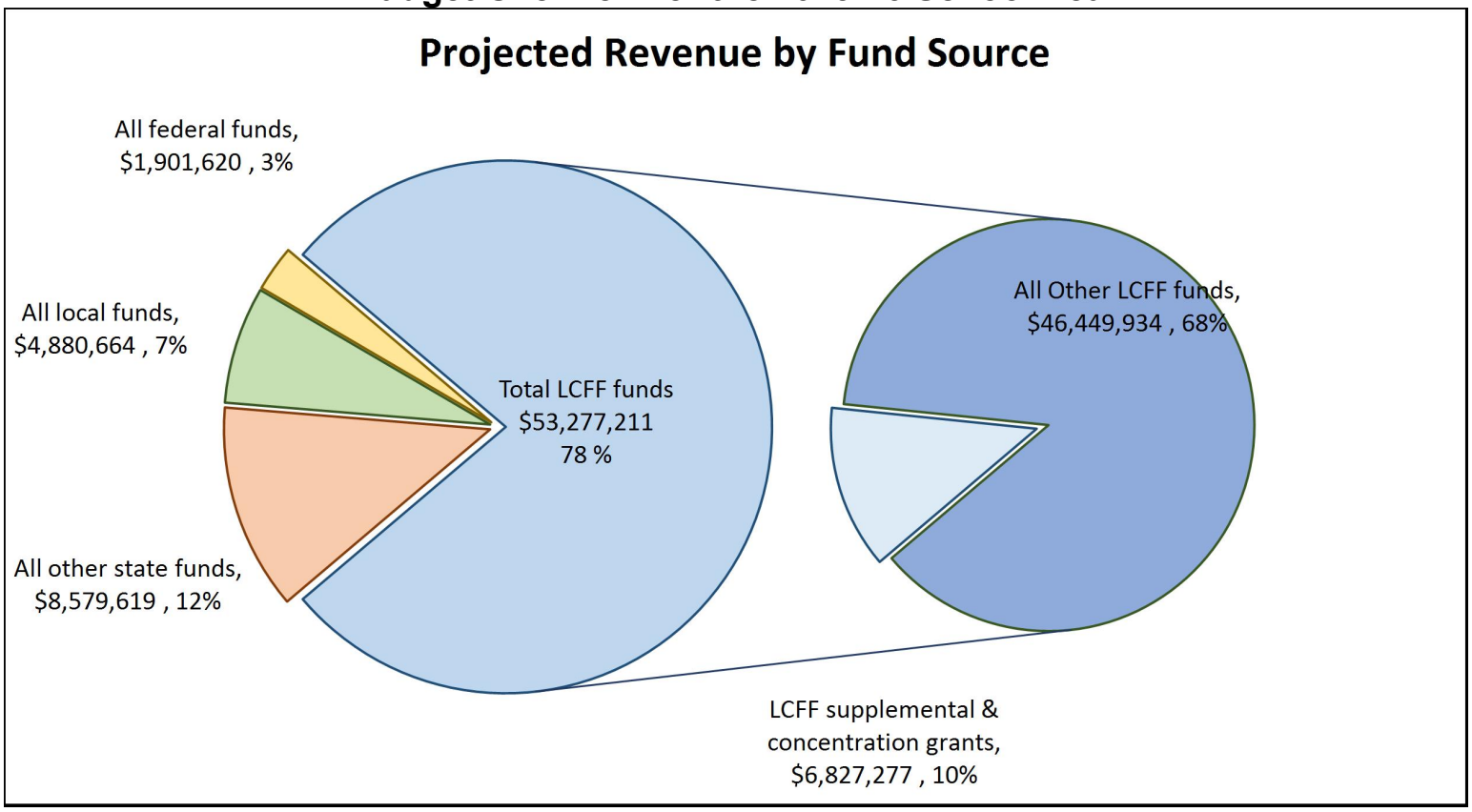
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orcutt Union School District
CDS Code: 42 69260 0000000
School Year: 2025-26
LEA contact information:
Joseph Dana
Assistant Superintendent, Educational Services
jdana@orcutt-schools.net
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 2025-26 School Year

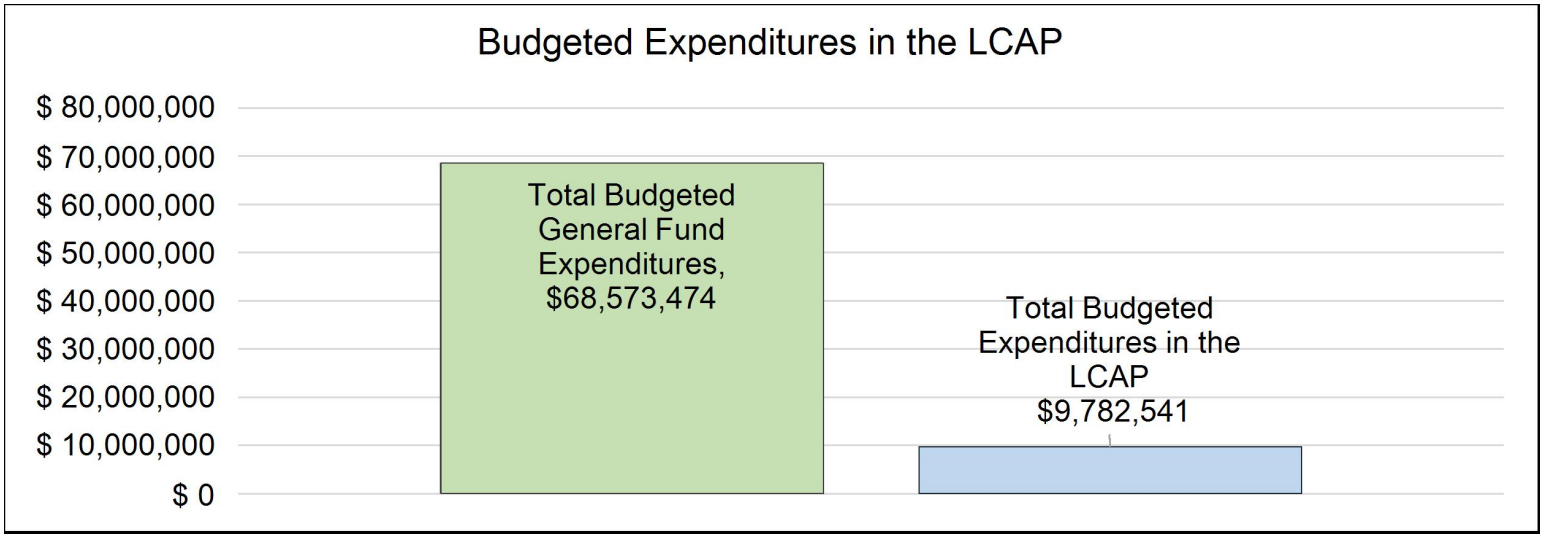


This chart shows the total general purpose revenue Orcutt Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orcutt Union School District is $68,639,114, of which $53,277,211 is Local Control Funding Formula (LCFF), $8,579,619 is other state funds, $4,880,664 is local funds, and $1,901,620 is federal funds. Of the $53,277,211 in LCFF Funds, $6,827,277 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.



This chart provides a quick summary of how much Orcutt Union School District plans to spend for 2025-26. 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 Union School District plans to spend $68,573,474 for the 2025-26 school year. Of that amount, $9,782,541 is tied to actions/services in the LCAP and $58,790,933 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The district has staffing and materials expenditures that are in several resources not included in the LCAP, some of which include unrestricted, Special Education, and the Arts and Music Block Grant.

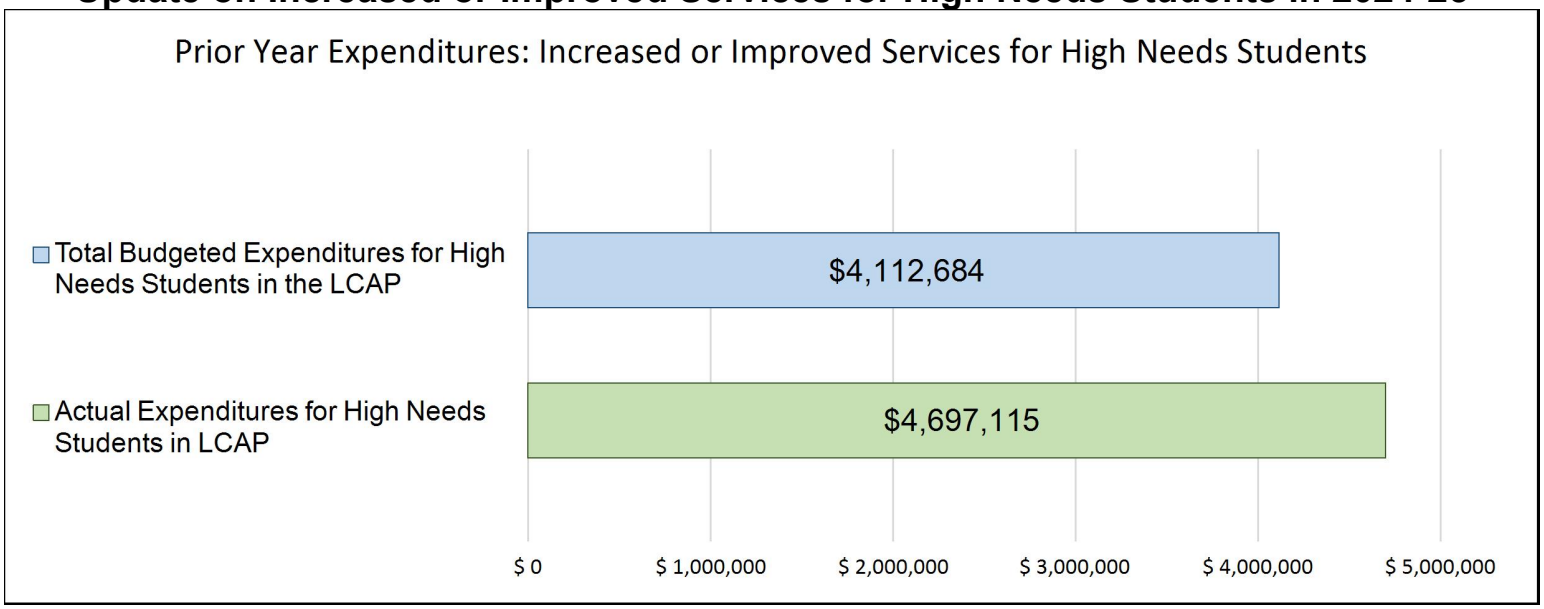
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Orcutt Union School District is projecting it will receive $6,827,277 based on the enrollment of foster youth, English learner, and low-income students. Orcutt Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orcutt Union School District plans to spend $6,101,142 towards meeting this requirement, as described in the LCAP.

The district has allocated Professional Learning Community (PLC) time for all certificated teachers to collaborate on improving and increasing services for the district's high-need students. This qualitative action is reflected in LCAP Action 1.5.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Orcutt Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orcutt Union School District 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 2024-25, Orcutt Union School District's LCAP budgeted $4,112,684 for planned actions to increase or improve services for high needs students. Orcutt Union School District actually spent $4,697,115 for actions to increase or improve services for high needs students in 2024-25.

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 Union School District	Joseph Dana Assistant Superintendent, Educational Services	jdana@orcutt-schools.net 805-938-8934

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Orcutt Union School District is located in the unincorporated area of Santa Barbara County, just south of the city of Santa Maria, and is part of the Santa Maria Valley. It encompasses the communities of Orcutt, Los Alamos, Casmalia, as well as some portions of the city of Santa Maria. Local industries include aerospace (Orcutt is within 15 miles of the Vandenberg Space Force Base), agriculture, health care, higher education, oil production, manufacturing, service related occupations, and a growing number of small and large commercial businesses.

The Orcutt Union School District is comprised of a state preschool, five TK-6 schools, a TK-8 school, two junior high schools, and a K-8 independent study school. The district also operates a charter school, the Orcutt Academy, which consists of a TK-8 campus and a high school. Orcutt students attend Orcutt Academy High School, Righetti High School, Delta High School (the local continuation school), St. Joseph High School (a Catholic high school operated by the Archdiocese of Los Angeles), or other charter or private high schools.

Enrollment for 2024-2025 for transitional kindergarten through 12th grade at all district sites is 4,153 non-charter students and 782 charter for a total of 4,935 -- up from 4,764 students at this time in 2024. Enrollment in the district is up from 2023-2024, and the district anticipates continuing to grow in enrollment in the years to come, as several new housing projects are planned for the district in the next few years and the district is seeing an increase in the number of families "doubling up" in a single-family residence. Enrollment at the district's state preschool for 2024-2025 is 48. To address anticipated enrollment growth at two elementary sites (Patterson Road and Pine Grove schools), the OUSD Board of Trustees voted to make attendance boundary changes for 2025-2026 (Options A-F shown at https://www.orcuttschools.net/futureenrollment). Additionally, the district no longer is accepting new interdistrict agreements.

Students attending the Orcutt Union School District come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school district (non-charter) for 2024-2025 is 60.83% Hispanic or Latino, 26.21% White, 5.41% Two or More Races, 1.16% Filipino, 0.94% African American, 0.92% Asian, 0.51% American Indian or Alaska Native, 0.10% Pacific Islander, and 3.93% Not Reported.

This school year, the district made dramatic growth in its percentage of Socioeconomically Disadvantaged students, from 52.71% in 2023-2024 to 65.48% in 2024-2025, and in its percentage of students experiencing homelessness, from 4.32% in 2023-2024 to 7.39% in 2024-2025. Subgroup composition includes 65.48% Socioeconomically Disadvantaged, 16.15% Students with Disabilities, 11.66% English Learners, 2.97% Long Term English Learners, 7.39% Homeless Youth, and 1.28% Foster Youth. Because of the district's notable increase in its Unduplicated Pupil percentage, it for the first time qualifies for Local Control Funding Formula (LCFF) Concentration funding as well as LCFF Supplemental funding.

During the 2023-2024 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:

IMMEDIATE 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 Union School District can cite many successes from the 2024-2025 school year. Student academic achievement is improving incrementally, albeit not in the giant strides everyone hopes for. The district is heavily involved in its community and is doing more to engage parents and families. District staff are working hard and earning recognition. Meanwhile, ongoing severe student behaviors continue to consume significant time and attention from district and school staff. Following is a full recounting of district successes and identified needs heading into 2025-2026:

REFLECTIONS: SUCCESSES

California School Dashboard

As a district we can see the following district successes on the 2024 edition of the California School Dashboard:
- Mathematics achievement, increased 3.1 points. While still at a yellow rating for being 33 points below standard, the district made progress here. Five subgroups (Students with Disabilities, 108.9 points below standard, increased 12.3 points; Hispanic students, 47.2 points below standard, increased 4.6 points; Socioeconomically Disadvantaged, 58.5 points below standard, increased 5.2 points; Two or More Races, 10.6 points below standard, increased 8.6 points; Asian students, 41.3 points below standard, increased 32.9 points) made notable increases.
- Math Growth Score, 7 points above typical growth. This new report posted on the Dashboard showed that OUSD students generally scored 7 points above the typical growth of students with similar test scores in the previous grade level.
- Chronic absenteeism districtwide declined by 9.1% to 14.2% chronically absent in 2023-2024. An impressive 10 subgroups (Foster Youth, 22.7% chronically absent, declined 22.3%; African American students, 19.0% chronically absent, declined 3.2%; English Learners, 11.5% chronically absent, declined 6.1%; Hispanic students, 14.9% chronically absent, declined 10.4%; Homeless students, 20.5% chronically absent, declined 10.9%; Two or More Races, 16.1% chronically absent, declined 9.3%; Socioeconomically Disadvantaged, 18.4% chronically absent, declined 10.7%; Students with Disabilities, 20.2% chronically absent, declined 13.0%; White students, 12.4% chronically absent, declined 7.2%; Asian students, 4.4% chronically absent, declined 5.8%) made notable declines in chronic absenteeism.

Additional Progress Shown in Data

Aside from the Dashboard, we see more successes in our data, as displayed in succeeding pages of this document:

- OUSD students meeting or exceeding standard on CAASPP English/Language Arts testing increased from 45.10% in 2023 to 46.81% in 2024. Low-income students saw their meeting/exceeding rate increase from 33.71% to 35.59%, and Students with Disabilities grew from 14.29% meeting/exceeding to 17.15% meeting/exceeding.
- OUSD students meeting/exceeding standard on CAASPP Mathematics testing increased from 37.53% in 2023 to 38.51% in 2024. As with E/LA, low-income students (26.74% meeting/exceeding in 2023, 27.68% meeting/exceeding in 2024) and Students with Disabilities (12.92% meeting/exceeding in 2023, 15.38% meeting/exceeding in 2024) made notable increases.
- OUSD students meeting/exceeding standard on the California Science Test increased from 32.23% in 2023 to 34.61% in 2024.
- A comparison of NWEA math scores from Spring 2023 to Spring 2024 showed growth at every single grade level, from first grade through

eighth grade.
- The reclassification rate for English Learners increased from 10.04% in 2022-2023 to 16.3% in 2023-2024. Meantime, the reclassification rate for Long Term English Learners also increased, from 28.17% in 2022-2023 to 33.6% in 2023-2024.
- Overall attendance increased from 92.82% in 2022-2023 to 94.11% in 2023-2024.

Other Progress in 2024-2025

- The district implemented successful piloting of new instructional materials. In math, teachers in grades TK-5 and grades 6-8 participated in separate pilots before arriving at the same recommendation: to adopt Illustrative Mathematics v.360, published by Imagine Learning. Imagine IM is better aligned with California's new mathematics framework and presents a student-friendly, problem-based instructional structure. We anticipate that Imagine IM will be a cornerstone for improved math achievement in the years to come. Meantime, teachers of the district's four special day classes for students with extensive support needs (ESN) in grades TK-8 piloted the enCORE K-12 curriculum, published by TeachTown. enCORE is an evidence-based program designed to help children with intellectual and developmental disabilities access grade-aligned content in all core subjects as well as adaptive, social, language, and transition skills. Both Imagine IM and enCORE have been approved by our board for adoption in 2025-2026 and beyond.

- The district successfully expanded intervention and enrichment offerings available to students, including many students in unduplicated subgroups, participating in Expanded Learning Opportunities Program (ELO-P) afterschool childcare. This school year, a vice-principal was assigned to oversee the academic portion of the program. Her team has included 18 credentialed teachers, two music teachers, and two Teachers on Special Assignment. Reading and math intervention offerings have made a positive impact, as pre- and post-test data obtained via NWEA testing showed significant growth. The district will continue to add to these offerings this summer and in 2025-2026.

- In Fall 2024 the district was selected for admission to the League of Innovative Schools, a network of school systems that advances innovation in education. OUSD administrators this school year have been participating in League forums on developing pathways in computing, digital equity, student voice and engagement, high school redesign, and more. The superintendent and two district administrators attended a League national convening in March 2025.

- Significant improvement in the marketing and accessibility of the district for parent and community engagement. After considerable work in the fall, the district adopted a new logo, new tagline ("Where excellence shines and community thrives"), and key messages, and the refreshed district brand has been well received. The district website (https://www.orcuttschools.net/) has been completely revamped using the Parent Square website development platform. Considerable time has been invested in informational resources for families. Additionally, special web pages have been created to communicate about specific initiatives (i.e., for school boundary adjustments for 2025-2026, the Phone-Free Schools Act committee, etc.). The district sent home a Welcome Back Family Toolkit guide (in English and Spanish) to all families at the beginning of the school year. The guide includes important dates and information on school meals, Campus Connection and ASES childcare, bus transportation, Parent Square, Aeries, Clever, district-issued technology, health services, and more.

- The district continued its work around emergency preparedness throughout 2024-2025. Schools became proficient with the CrisisGo app for staff communication during emergencies, as CrisisGo was used in both school and district emergency drills. The district Management Team planned monthly tabletop scenarios throughout the year. The district sent administrators and other personnel to county trainings in school reunification following an emergency and multi-disciplinary threat assessment. Implementation of a state-required Workplace Violence

Prevention Plan, including required trainings for all employees, helped everyone revisit protocols for handling threats and workplace incidents.

- This spring, all district schools were awarded Purple Star School recognition by the California Department of Education for meeting multiple criteria for serving and supporting military connected students and their families. The district serves over 230 military connected students, and our community takes pride in this recognition. Additionally, the district has worked hard to strengthen ties with Vandenberg Space Force Base. In July 2024, the district's annual Management Retreat took place at Vandenberg and included training in how to support military families, activities presented by STARBASE staff, and a tour of the SpaceX launch facility.

- District employees continued to earn local, regional, and statewide recognition. District Superintendent Dr. Holly Edds was selected by the Association of California School Administrators (ACSA) for its highest honor, the Ferd Kiesel Memorial Distinguished Service Award. The award goes each year to an educator in the state who has made significant contributions to education. Two of the district's administrators earned regional ACSA awards: Olga Reed/Orcutt Academy K-8 Principal Jared Banks received the Leadership Matters Award, and Executive Director of Technology and Educational Services Leslie Wagonseller was honored with the Erik Frost Memorial Award. Meanwhile, the district continued to recognize individual employees and teams of employees with its #WeAreOrcutt honor. Those honored this school year included the district's group of office managers, Patterson Road School's fifth-grade teaching team, the district's team of counselors at its junior high schools and high school, Joe Nightingale School community liaison Mary Cortez, Orcutt Academy K-8 teachers Stacey Lovell and Shauna Wilson, Pine Grove School instructional assistant Jodi O'Leary, and the Lakeview Junior High School Science Department. Finally, the district selected Joel Mason of Orcutt Academy High School as its Teacher of the Year and grounds crew lead Ruben Garcia as its Classified Employee of the Year.

- The district has dramatically ramped up the number of parent/family education events offered, from seven in 2023-2024 to 14 in 2024-2025. The district has offered seven parent education nights, with topics ranging from how parents can manage their children's cellphone and social media use to artificial intelligence to how parents can help their children to have a healthier diet. A May 2025 presentation on human trafficking drew nearly 40 parents and was the best attended parent education night of the year. Additionally, the district's Teachers on Special Assignment organized and presented a Julia Robinson Math Festival family event at each elementary school site.

- In response to the state's Phone-Free Schools Act, the district organized a committee to study options for cellphone restrictions in schools with the intent of implementing restrictions in 2025-2026. The committee – which included district and school administrators, teachers, parents, and students – met four times from February through April to look at research findings about the effects of cellphone use on children, assess attitudes among members of our community, investigate options for restrictions, and make recommendations. The committee has recommended a strengthened "off and away" cellphone policy in grades TK-8 in 2025-2026. Its work will help with communication around this policy in the months to come.

- The district continued to enjoy strong community partnerships while also being engaged in its community. The Santa Maria Valley YMCA continued to support swim/aquatic safety lessons for fourth graders. The California Army National Guard continued to offer the DARE Program to sixth graders and hold a culminating DARE community event. MOVE Santa Barbara County provided bicycle education to students at several elementary schools. 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 Vandenberg SFB, the Orcutt facility of the Foodbank of Santa Barbara County, and the Atlas Copco Mafi-Trench manufacturing plant.

- Orcutt students continued to excel in cocurricular events. In a November 2024 local Lego League robotics tournament, four OUSD teams fared well: Moving on the next round of competition were the Radioactive Mustangs of Orcutt JHS, first place in Innovation Project; Cyber Chaos of Pine Grove School, first place in Robot Design; Cyber Panthers of Patterson Road School, first place in Core Values; and Astrobotics of Pine Grove School, Breakthrough Award. At the Northern Santa Barbara County Math Super Bowl in March 2025, two Orcutt schools, Pine Grove and Joe Nightingale, finished first and second respectively. Students appreciate these opportunities to show what they know while competing against other schools.

- The district's Child Nutrition Department, under new director Christy Wineman, has implemented Wineman's deeply held beliefs in “real food for real kids” and the link between healthy eats and student learning. The department has dramatically improved student meals by incorporating more scratch-made options such as homemade pizza, charcuterie bento boxes, pozole, turkey pumpkin chili, and more. The department also is utilizing more locally sourced products and even locally inspired preparation of food such as Santa Maria Style Barbecue. Tri-tip and salsa are common ingredients in several menu selections, and local producers such as Edna's Bakery and Taco Works are delivering items for meals. The result is that students and staff are giving rave reviews to school eats!

- The Orcutt Children's Arts Foundation (OCAF), a district affiliated nonprofit, continued to promote the arts in classrooms and the community. The annual Chalk Festival organized by OCAF was a huge hit, the annual OCAF Gala fund-raiser was the most successful in years, and OCAF has been successful in landing several grants in support of district arts programming.

- 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. At all times they show interest in and support for the students, staff, families, and community of the district. The district also hosted the two top officers of the California School Boards Association, President Dr. Bettye Lusk and Vice-President Sabrena Rodriguez, for a district visit on March 6.

REFLECTIONS: IDENTIFIED NEEDS

California School Dashboard

As a district, we attained the lowest performance level (red rating) on the 2023 California School Dashboard for the following subgroups:
- Students with Disabilities: English/Language Arts, 100.9 points below standard, declined 18.2 points; Mathematics, 121.1 points below standard; declined 7.7 points; and Suspension Rate, 10.2% suspended at least one day, increased 2.5%.
- Foster Youth: Chronic Absenteeism, 45% chronically absent, increased 7.2%; Suspension Rate, 29.3% suspended at least one day, increased 5.3%.
- African American students: Suspension Rate, 17.8% suspended at least one day, increased 3.5%.
- Socioeconomically Disadvantaged students: Suspension Rate, 6.2% suspended at least one day, increased 0.3%.

The following schools have at least one red performance indicator:
- Orcutt School for Independent Study: English/Language Arts, 86.3 points below standard, declined 63.8 points; Mathematics, 119.9 points below standard, declined 24.5 points.

- Patterson Road School: English Learner Progress, 30.8% making progress, declined 22.3%.
- Ralph Dunlap School: English Learner Progress, 39.2% making progress, declined 11.8%.
- Lakeview Junior High School, Suspension Rate, 13.9% suspended at least one day, maintained - 0.2%.

The following schools have subgroups with at least one red indicator:

Alice Shaw School
- Students with Disabilities: English/Language Arts, 132 points below standard, declined 38.3 points; Mathematics, 131.1 points below standard, declined 13.5 points.
- English Learners: English/Language Arts, 105.7 points below standard; declined 32.6 points.

Joe Nightingale School
- Students with Disabilities: English/Language Arts, 76.4 points below standard; declined 7.1 points.
- Two or More Races: Chronic Absenteeism, 21.5% chronically absent, increased 0.8%.

Orcutt School for Independent Study
- Hispanic students: English/Language Arts, 80.2 points below standard, declined 64.5 points; Mathematics, 110.8 points below standard, declined 26.3 points.

Patterson Road School
- Students with Disabilities: Suspension Rate, 12.2% suspended at least one day, increased 6.1%.
- English Learners: English Learner Progress, 30.8% making progress, declined 22.3%.

Pine Grove School
- Students with Disabilities: English/Language Arts, 76.2 points below standard, declined 18.6 points; Chronic Absenteeism, 39.8% chronically absent, increased 0.6%.

Ralph Dunlap School
- English Learners: English/Language Arts, 106.6 points below standard, declined 37.6 points; Mathematics, 114.7 points below standard, declined 37 points; Chronic Absenteeism, 25.8% chronically absent, increased 3%; English Learner Progress, 39.2% making progress, declined 11.8%.
- Students with Disabilities: English/Language Arts, 122.8 points below standard, declined 52.6 points; Mathematics, 131 points below standard, declined 31.7 points; Suspension Rate, 18.5% suspended at least one day, increased 9.6%.
- Socioeconomically Disadvantaged students: English/Language Arts, 76.8 points below standard, declined 32.9 points.
- Hispanic students: Chronic Absenteeism, 26.1% chronically absent, maintained - 0.1%.
- White students: Suspension Rate, 4% suspended at least one day, increased 3.5%.

Lakeview Junior High School
- Students with Disabilities: English/Language Arts, 131.4 points below standard, declined 34.8 points; Mathematics, 176.7 points below standard, declined 26.4 points; Suspension Rate, 25.5% suspended at least one day, increased 3.9%.

- English Learners: Mathematics, 115.7 points below standard, declined 43.2 points; Chronic Absenteeism, 29.2% chronically absent, increased 0.9%
- White students: Chronic Absenteeism, 31.4% chronically absent, increased 5.8%; Suspension Rate, 16.3% suspended at least one day, increased 6.3%.
- Socioeconomically Disadvantaged students: Suspension Rate, 17.9% suspended at least one day, increased 3.2%.

Orcutt Junior High School
- Students with Disabilities: Chronic Absenteeism, 36.8% chronically absent, maintained 0.4%; Suspension Rate, 15.4% suspended at least one day, increased 4.9%.
- Socioeconomically Disadvantaged students: Suspension Rate, 13.1% suspended at least one day, increased 3%

As a district, we have attained the lowest performance level (red rating) on the 2024 California School Dashboard for the following groups and subgroups:
- Long Term English Learners: English/Language Arts, 94 points below standard, declined 23.1 points; Mathematics, 130.4 points below standard, declined 4.8 points; Chronic Absenteeism, 23.4% chronically absent, increased 1.9%.
- Foster Youth: Suspension Rate, 33.3% suspended at least one day, increased 4.1% (also at lowest performance level in 2023).
- Socioeconomically Disadvantaged: Suspension Rate, 7.5% suspended at least one day, increased 1.3% (also at lowest performance level in 2023).
- Asian students: Suspension Rate, 6.7% suspended at least one day, increased 1.8%.
- Two or More Races: Suspension Rate, 4.8% suspended at least one day, increased 2.1%.

The following schools have at least one red performance indicator:
- Alice Shaw School: English Learner Progress, 28.6% making progress, declined 36%.
- Joe Nightingale School: Suspension Rate, 5.0% suspended at least one day, increased 2.8%.
- Olga Reed School: English Learner Progress, 38.1% making progress, declined 19.8%.
- Pine Grove School: English Learner Progress, 35.1% making progress, declined 14.9%.
- Ralph Dunlap School: English Learner Progress, 31.9% making progress, declined 7.3% (also at lowest performance level in 2023).

The following schools have subgroups with at least one red indicator:

Alice Shaw School
- English Learners: Mathematics, 101.9 points below standard, declined 15.7 points.
- Students with Disabilities: Mathematics, 129.6 points below standard, maintained 1.5 points; Suspension Rate, 9.9% suspended at least one day, increased 5.6%.
- Hispanic students: Suspension Rate, 4.8% suspended at least one day, increased 2.1%.
- Socioeconomically Disadvantaged: Suspension Rate, 6.0% suspended at least one day, increased 2.6%.

Joe Nightingale School
- Hispanic students: Suspension Rate, 5.1% suspended at least one day, increased 2.7%.
- Socioeconomically Disadvantaged: Suspension Rate, 6.2% suspended at least one day, increased 3.3%.

- Students with Disabilities: Suspension Rate, 7.8% suspended at least one day, increased 3.3%.

Patterson Road School
- Socioeconomically Disadvantaged: Suspension Rate, 7.6% suspended at least one day, increased 2.4%.

Pine Grove School
- Students with Disabilities: English/Language Arts, 77.7 points below standard, maintained - 1.5 points (also at lowest performance level in 2023).
- English Learners: Suspension Rate, 6.9% suspended at least one day, increased 6.9%.
- White students: Suspension Rate, 4.1% suspended at least one day, increased 2.6%.

Ralph Dunlap School
- Students with Disabilities: English/Language Arts, 83.1 points below standard, declined 6.3 points (also at lowest performance level in 2023).
- Socioeconomically Disadvantaged: Suspension Rate, 9.0% suspended at least one day, increased 4.1%.

Lakeview Junior High School
- English Learners: English/Language Arts, 88.5 points below standard, declined 27.8 points; Mathematics, 125.6 points below standard, declined 9.9 points (also at lowest performance level in 2023).
- Students with Disabilities: English/Language Arts, 139.4 points below standard, declined 8.1 points (also at lowest performance level in 2023).

Orcutt Junior High School
- Students with Disabilities: English/Language Arts, 106.9 points below standard, declined 8.6 points; Suspension Rate, 16.2% suspended at least one day, increased 0.8% (also at lowest performance level in 2023).

Other Identified Needs

Student behavior has remained an issue, as schools have continued to need to address severe student behaviors. This is supported in both the number of severe incidents and the suspension rate, which has remained at high levels (> 5% for all students) in 2024-2025. In response, the district has formed two groups to work through issues and make recommendations:
- The district CARES (Comprehensive Alignment of Resources and Educational Supports) Team -- which includes the superintendent, a Special Education program specialist, a principal, a vice-principal, and a psychologist -- continues to meet to oversee implementation of the district's MTSS Plan for Behavior. Among its initiatives this year, the team has provided guidelines for use of the National Association for Behavioral Intervention and Threat Assessment (NABITA) K-12 Risk Rubric, which allows educators to assess the severity of a behavioral situation and intervene appropriately. Additionally, all district sites have their own CARES teams meeting regularly.
- To discuss particularly vexing behavioral challenges, the district also formed a problem-solving team that includes district, school, and Special Education administrators, and two teachers on special assignment. The team has mapped out solutions that have included staffing up to one Registered Behavioral Technician (RBT) at each elementary site, piloting the SAEBRs screening tool to identify students at risk for

social-emotional behavioral issues, planning weekly availability for district legal counsel to advise school and district staff on legal guidelines for addressing student behavior, and working on a TK/K University program to help the district's youngest students to learn positive behaviors with support from their parents.

Some of the solutions referenced above will be integrated into LCAP actions (Actions 2.1, 2.2, 2.9, and 2.10). Additionally, in the 2025-2026 school year the district tentatively plans to work with the International Trauma Center on professional development on trauma informed practice and management of toxic stress. It is hoped that the ITC can provide helpful insights into preventing severe behaviors, addressing them effectively when they do occur, and implementing effective follow-up.

Other Pertinent Information

The district Local Control and Accountability Plan (LCAP) includes no expenditures of Learning Recovery Emergency Block Grant (LREBG) funds. These funds will be expended by the end of the 2024-2025 fiscal year on June 30, 2025.

LCAP actions new for 2025-2026 are marked with an asterisk (*).

Reflections: Technical Assistance

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

The district and/or identified schools currently are participating in two types of technical assistance:

Differentiated Assistance

The district qualified for Differentiated Assistance based on the 2023 CAASPP and California School Dashboard performance of two of its subgroups: Students with Disabilities and Foster Youth. 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 the 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 district's LCAP.

In 2024-2025, the district continued to qualify for Differentiated Assistance from SBCEO due to gaps between districtwide performance and our Students with Disabilities and Foster Youth subgroups. After reflecting with SBCEO and the County SELPA on these processes, we decided to merge them into a new and different approach toward making positive change. For our project we opted to focus on three Orcutt schools – Lakeview Junior High School and two of its feeders, Alice Shaw and Joe Nightingale schools. The three schools sent teams to the Santa Barbara County Inclusion Network, which offered trainings throughout the year. Additionally, SBCEO sent staff (Shawn Carey, Tiffany Carson, and Rachel Fauver) to the three sites in Fall 2024 to survey and interview members of the school community (students, parents, and staff) to obtain insights on what is working for students with disabilities and what can be improved. Our premise has been that, by focusing closely on the three schools, we would be able to develop a more solid, data-based understanding of our Special Education practices that can influence change districtwide.

The returns of the data collection at the three schools have been revelatory. The SBCEO report validates the culture, relationships, and commitment to inclusive practices at the sites, as students feel included and cared about, parents are largely pleased with the support their students receive, and staff largely buy into the rationale for more full access to grade-level curriculum for students with disabilities. That said, the report showed a wide variation in staff's individual definitions of what "inclusion" is and how it should be operationalized. As a next step, Assistant Superintendent of Educational Services Joe Dana and Special Education Executive Director Christy Callaghan have developed a presentation for staff that updates them on our progress with inclusive practices (including student achievement and survey data), reviews how our district defines success, and invites staff to reflect on how they can support inclusion in their role. The bottom line is that inclusive practices for students with disabilities are not something that Special Education staff do, they are something that all educators should be involved in.

Input from the data collection also influenced the 2025-2026 LCAP. Significant concerns about the continuance of severe student behavior have led to the district expanding its plans for Action 2.2 Behavioral Supports for Identified Students.

For 2025-2026, we have qualified for Differentiated Assistance for Long Term English Learners, as LTELs were red on Dashboard indicators for English/Language Arts achievement, Mathematics achievement, and Chronic Absenteeism. We stand ready to work on improving outcomes for this group of students.

Additional Targeted Support and Improvement (ATSI)

The three OUSD schools that had qualified for ATSI status in 2022 and 2023 have qualified for exit. These schools are Joe Nightingale School (for the performance of the Two or More Races subgroup in Chronic Absenteeism), Ralph Dunlap School (for the performance of Students with Disabilities in Suspension Rate, English/Language Arts, and Math), and Lakeview Junior High School (for the performance of Students with Disabilities in Suspension Rate, E/LA, and Math). At this time the district has no schools in ATSI.

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.

N/A

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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	1/15/2025 - OUSD School Board Meeting - LCAP Mid-Year Update (including presentation on goals, actions, and metrics) and invitation for input 6/11/2025 - OUSD School Board Meeting – LCAP Public Hearing (including presentation on LCAP resources and Local Indicators) 6/18/2025 - OUSD Special School Board Meeting – LCAP approval
Students	LCAP In January 2025, 128 fifth graders (28% response rate) and 557 seventh graders (99% response rate) took the California Healthy Kids Survey. This provided data on student perceptions about school connectedness, student safety, student health, and more. The survey also provided data for Goal 2 of the LCAP. 5/15/2025 - Met with student group from Lakeview JHS 5/22/2025 - Met with student group from Orcutt JHS
Parents	A survey was given to parents in the district 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 195 responses, which by our estimate is a participation rate of 10.5%.

Educational Partner(s)	Process for Engagement
	5/1/2025 - Met with District English Learners Advisory Council (DELAC) 5/13/2025 - Met with OUSD Parent/Superintendent Group
Teachers	3/12/25 - Met with Orcutt Educators Association 3/17/25 - Met with leadership teams from following schools: Alice Shaw, Joe Nightingale, and Olga Reed 3/19/25 - Met with leadership teams from Lakeview JHS and Orcutt JHS 3/20/25 - Met with leadership teams from Orcutt School for Independent Study, Patterson Road, Pine Grove, and Ralph Dunlap
Classified Employees	3/19/2025 - Met with California School Educators Association
OUSD District Administration and Management Team	2/18/2025, 3/17/2025, 4/1/2025 - Met with OUSD Cabinet 2/11/25 - Met with Core Management Team
Santa Barbara County SELPA	3/11/2025 - Met with Santa Barbara County SELPA Executive Director Ray Avila
Community	3/5/2025 - Met with foster/homeless liaison Magaly Vasquez of SBCEO Transitional Youth Services re needs of foster youth and students experiencing homelessness.

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

An important part of the context to LCAP input sessions with educational partners is the district's changing clientele, as evidenced by the dramatic increase (from 52.71% in 2023-2024 to 65.48% in 2024-2025) in the district's percentage of socioeconomically disadvantaged students. Anecdotally and statistically, the district has more families who are living paycheck to paycheck, more families with parents focused on doing what is needed to provide for their children. Educational partners shared insights about how the high cost of living and increased housing costs in the Orcutt/Santa Maria/Los Alamos area are stressors for parents, and how this can translate into stress for students attending our schools. Those who participated in LCAP sessions were appreciative of the fact that the district's increased percentage of unduplicated pupils is for the first time augmenting Local Control Funding Formula (LCFF) Supplemental funding with LCFF Concentration funding to meet these students' needs.

Since this year's LCAP is more of an elaboration on the new LCAP developed in 2023-2024, questions for educational partners were not so much about new goals, but about new actions or even alterations of current actions that can result in improved academic achievement, attendance, and other outcomes for unduplicated subgroups. Most sessions included a two-item survey in which respondents could name what they see as the most critical needs around improving outcomes for unduplicated pupils, then identify LCAP actions to expand or

introduce in 2025-2026 to meet these critical needs. Respondents had the ability to suggest actions not named in the survey.

Those responding to the surveys named the following, in order of ranking, as the top five most critical needs for unduplicated pupils:
1. Improved/increased behavioral systems and support
2. Improved/increased social-emotional instruction and support
3. Improved/increased academic support and intervention
4. Improved/increased parent/family education and support
5. Improved/increased attendance support

In discussions regarding the LCAP, teachers, classified employees, and administrators all expressed concern about chronic and severe student misbehavior – concern that was also expressed in Spring 2024. In some cases, mainly at elementary sites, students are exhibiting repetitive, severe behaviors that are causing trauma to school staff. All respondents shared that the time and attention needed to address misbehavior are interfering with schools' ability to focus on student achievement.

In terms of LCAP actions, respondents most frequently mentioned the following:
- Adding behavioral support (Board Certified Behavior Analysts and Registered Behavior Technicians)
- Adding mental health support in the form of a full-time staff counselor at each elementary site
- Additional targeted academic interventions
- Adding a district social worker to focus on the needs of foster/homeless students
- Enrichment opportunities for unduplicated pupils
- Additional support with student attendance

Numerous teachers mentioned class size reduction and reducing the number of combination classes as potential actions. Some teachers sought help with English Language Development (ELD), as it can be challenging for classroom teachers to deliver designated ELD in a class with a handful of English Learners. Some mentioned the need for more substitute teachers and substitute classified employees, as the lack of substitutes often causes hourly teachers to be pulled from academic intervention in order to cover classrooms. Some requested more training on pertinent topics, especially those that will help them address student behaviors.

The OUSD 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, 2.2 Behavioral Supports for Identified Students, and 2.3 Supporting Positive Behaviors at Junior High Schools. Four more actions under Goal 2 are indirectly related to behavior: 2.6 Inclusive Practices and UDL, 2.7 Special Education Program Specialist, 2.9 Counseling Support, and 2.10 Vice-Principal Support.

As cited earlier, educational partners continue to prioritize mental health and whole-child support for students. As an example, additional mental health support was the No. 1 priority of junior high school students who provided input for the LCAP. The LCAP includes the following actions that would constitute a whole-child approach to supporting students: 1.9 Support for Foster Youth and Students Experiencing Homelessness, 2.5 Expanded Learning Opportunities Program (ELO-P) Enrichment Programming, 2.9 Counseling Support, and 4.4 Support for Foster/Homeless Families.

After additional mental health support, the top priorities of junior high school students who gave LCAP input were afterschool offerings for

secondary students and enrichment opportunities for unduplicated pupils. As of this writing, we have not developed a plan for afterschool support for junior high students but we have devoted substantial resources to LCAP Action 3.3 Student Enrichment Opportunities in the Community. We note that both junior high schools and the Los Alamos campus have recently joined the local junior high school soccer league, and this opportunity has been well received by students.

Parent engagement has steadily improved. The level of parents reporting they are "extremely involved" or "very involved" in school has increased (46%, up from 40% in 2024), and the number of parents reporting they were "not involved" in school has remained low (7%). That said, parents serving as PTA or PTSA presidents report that interest in school and family events is strong but at the same time it can be a struggle to recruit parent volunteers. 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.

Parents on the District English Learners Advisory Council (DELAC) indicated a strong interest in tutoring opportunities for their students both at school and in the community. The Orcutt branch of the Santa Maria Public Library and the Mariposa Townhomes in Orcutt (operated by People's Self-Help Housing) have tutoring programs that were discussed during the DELAC's LCAP input presentation. The district is working to develop tutoring opportunities available during afterschool childcare, as reflected in Action 2.5 Expanded Learning Opportunities Program (ELO-P) Enrichment Programming.

Other aspects of the LCAP shaped by input from educational partners:

- The need to continue focusing on student attendance (LCAP Actions 2.4 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 5.1 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 4: Pupil Achievement (Pupil Outcomes)
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.

Immediate 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%	Percent of students meeting/exceeding standard on the 2024 CAASPP E/LA: All Students: 46.81% Low-income: 35.59% English Learners: 8.26% Long Term English Learners: 2.38% Homeless: 24.14% Foster Youth: 12.50% Students with Disabilities: 17.15%		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% The district also aims to have subgroups performing below All Students to narrow the difference between subgroup performance and All Students performance.	All Students: + 1.71% Low-income: + 1.88% English Learners: - 1.92% Long Term English Learners: - 4.29% Homeless: + 9.14% Foster Youth: - 14.17% Students with Disabilities: + 2.86%
1.2	CAASPP – Mathematics Percent of students meeting/exceeding standard	Percent of students meeting/exceeding standard on the 2023 CAASPP Math:	Percent of students meeting/exceeding standard on the		Increase student performance for all students and each	All Students: + 0.98% Low-income: + 0.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 37.53% Low-income: 26.74% English Learners: 7.94% Long Term English Learners: 3.33% Homeless: 22.95% Foster Youth: 6.67% Students with Disabilities: 12.92%	2024 CAASPP Math: All Students: 38.51% Low-income: 27.68% English Learners: 8.10% Long Term English Learners: 4.76% Homeless: 16.85% Foster Youth: 6.25% Students with Disabilities: 15.38%		student group by 5%: All Students: 42.53% Low-income: 31.74% English Learners: 12.94% Long Term English Learners: 8.33% Homeless: 27.95% Foster Youth: 11.67% Students with Disabilities: 17.92% The district also aims to have subgroups performing below All Students to narrow the difference between subgroup performance and All Students performance.	English Learners: + 0.16% Long Term English Learners: + 1.43% Homeless: - 6.10% Foster Youth: - 0.42% Students with Disabilities: + 2.46%
1.3	California Science Test (CAST)	Percent of students meeting/exceeding standard on the 2023 CAST (taken by students in grades 5 and 8):	Percent of students meeting/exceeding standard on the 2024 CAST (taken by students in grades 5 and 8):		Increase student performance for all students and each student group by 5%:	All Students: + 2.38% Low-income: + 3.69% English Learners: - 0.93%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 32.23% Low-income: 21.21% English Learners: 2.28% Long Term English Learners: 0.00% Homeless: 20.00% Foster Youth: NA Students with Disabilities: 13.48%	All Students: 34.61% Low-income: 24.90% English Learners: 1.35% Long Term English Learners: 0.00% Homeless: 20.69% Foster Youth: NA Students with Disabilities: 14.41%		All Students: 37.23% Low-income: 26.21% English Learners: 7.28% Long Term English Learners: 5.00% Homeless: 25.00% Foster Youth: NA Students with Disabilities: 18.48% The district also aims to have subgroups performing below All Students to narrow the difference between subgroup performance and All Students performance.	Long Term English Learners: No change Homeless: + 0.69% Foster Youth: NA Students with Disabilities: + 0.93%
1.4	Reclassification Rate for English Learners	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	16.3% reclassification rate for English Learners in 2023-2024 (85 of 522 English Learners reclassified) 33.6% reclassification rate for Long Term		15% of English Learners will be reclassified as Fluent English Proficient 33% of Long Term English Learners (LTELs) will be reclassified as	For English Learners: + 6.26% For LTELs: + 5.43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	English Learners (LTELs) in 2023-2024 (39 of 116 LTELs reclassified) 3.98% reclassification rate for English Learners (20 of 502 English Learners reclassified) to this point in the 2024-2025 school year 12.00% reclassification rate for Long Term English Learners (LTELs) (12 of 100 LTELs reclassified) to this point in the 2024-2025 school year		Fluent English Proficient	
1.5	English Learner Progress Indicator	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%	39.4% making progress in 2023-2024 English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for all English Learners for 2023-2024:		70% of English Learners will make progress each school year as reported by the California School Dashboard.	ELPI: - 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Level 1 - Minimally Developed: 7.25%	Level 4 - Well Developed: 14.63% Level 3 - Moderately Developed: 32.78% Level 2 - Somewhat Developed: 28.67% Level 1 - Minimally Developed: 23.93% English Language Proficiency for Summative ELPAC for Long Term English Learners for 2023-2024: Level 4 - Well Developed: 15.70% Level 3 - Moderately Developed: 37.25% Level 2 - Somewhat Developed: 32.80%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Level 1 - Minimally Developed: 14.25%			
1.6	Appropriately Assigned and Fully Credentialed Teachers	100% of OUSD teachers currently are highly qualified and appropriately assigned.	100% of OUSD teachers currently are highly qualified and appropriately assigned.		100% of OUSD teachers will be highly qualified and appropriately assigned.	No change
1.7	Percent of Students with Access to Instructional Materials	100% of OUSD students have access to district-adopted materials that are aligned with state standards.	100% of OUSD students have access to district-adopted materials that are aligned with state standards.		100% of OUSD students will have access to district-adopted materials that are aligned with state standards.	No change
1.8	Percent of Students with 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.		100% of OUSD students will have access to the required course of study.	No change
1.9	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 have access to core instruction and ELD.		100% of English Learners will have access to core instruction and ELD.	No change
1.10	Percent of Schools Meeting Facility Inspection Tool (FIT) Requirements	Inspections conducted in December 2023 show 100% of OUSD schools meet state FIT requirements.	Inspections conducted in December 2024 show 100% of OUSD schools meet state FIT requirements. No new data.		100% of OUSD schools will meet state FIT requirements.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Professional Learning Community (PLC) Self-Rating Device (Teachers rate proficiency in grade-level or departmental PLC team in implementation of PLC components and protocols)	The self-rating device for PLCs was administered in Spring 2024. Scores 1-5 (1= low, 5 = high) 3.7 Essential Standards 3.5 PLC Teams 3.7 Use of Data 3.3 Use of Common Formative Assessment 3.8 Use of RTI/MTSS for Intervention	The self-rating device for PLCs was administered in Spring 2025. Scores 1-5 (1= low, 5 = high) 3.8 Essential Standards 3.7 PLC Teams 3.5 Use of Data 3.4 Use of Common Formative Assessment 3.9 Use of RTI/MTSS for Intervention		Using the PLC Self-Rating Device, grade-level and departmental PLC teams will rate their proficiency in each PLC component or protocol at 4 or above.	Essential Standards: + 0.1 PLC Teams: + 0.2 Use of Data: - 0.2 Use of Common Formative Assessment: + 0.1 Use of RTI/MTSS for Intervention: + 0.1
1.12	NWEA Reading Mean RIT Score by Grade Level	NWEA Reading Spring 2023 Mean (average) RIT Score Grade 1 Mean Rit = 168.45 Grade 2 Mean Rit = 181.62 Grade 3 Mean Rit = 192.72 Grade 4 Mean Rit = 203.69 Grade 5 Mean Rit = 207.91 Grade 6 Mean Rit = 213.84 Grade 7	NWEA Reading Spring 2024 Mean (average) RIT Score Grade 1 Mean RIT = 168.16 Grade 2 Mean RIT = 182.03 Grade 3 Mean RIT = 190.46 Grade 4 Mean RIT = 203.85 Grade 5		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	NWEA Reading Spring RIT Scores Grade 1: - 0.29 Grade 2: + 0.41 Grade 3: - 2.26 Grade 4: + 0.16 Grade 5: + 0.59 Grade 6: + 1.02 Grade 7: - 2.42 Grade 8: + 1.72

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mean Rit = 218.08 Grade 8 Mean Rit = 219.01 NWEA Reading Fall 2023 Mean (average) RIT Score Grade 1 Mean Rit = 156.00 Grade 2 Mean Rit = 171.42 Grade 3 Mean Rit = 185.05 Grade 4 Mean Rit = 198.05 Grade 5 Mean Rit = 206.00 Grade 6 Mean Rit = 211.57 Grade 7 Mean Rit = 215.66 Grade 8 Mean Rit = 219.69	Mean RIT = 208.50 Grade 6 Mean RIT = 214.86 Grade 7 Mean RIT = 215.66 Grade 8 Mean RIT = 220.73 NWEA Reading Fall 2024 Mean (average) RIT Score Grade 1 Mean RIT = 155.60 Grade 2 Mean RIT = 171.33 Grade 3 Mean RIT = 186.96 Grade 4 Mean RIT = 196.85 Grade 5 Mean RIT = 207.46 Grade 6 Mean RIT = 212.01 Grade 7		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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mean RIT = 215.52 Grade 8 Mean RIT = 217.06			
1.13	NWEA Math Mean RIT Score by Grade Level	NWEA Math Spring 2023 Mean (average) RIT Score Grade 1 Mean Rit = 174.78 Grade 2 Mean Rit = 186.22 Grade 3 Mean Rit = 198.83 Grade 4 Mean Rit = 209.91 Grade 5 Mean Rit = 217.04 Grade 6 Mean Rit = 220.94 Grade 7 Mean Rit = 224.73 Grade 8 Mean Rit = 224.80 NWEA Math Fall 2023 Mean (average) RIT Score Grade 1 Mean Rit = 163.21 Grade 2 Mean Rit = 174.47 Grade 3	NWEA Math Spring 2024 Mean (average) RIT Score Grade 1 Mean RIT = 176.85 Grade 2 Mean RIT = 187.35 Grade 3 Mean RIT = 200.17 Grade 4 Mean RIT = 215.43 Grade 5 Mean RIT = 219.63 Grade 6 Mean RIT = 225.82 Grade 7 Mean RIT = 224.76 Grade 8 Mean RIT = 233.12		Average RIT scores in Math will exceed the NWEA cut points for meeting or exceeding 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:	NWEA Math Spring RIT Scores Grade 1: + 2.07 Grade 2: + 1.13 Grade 3: + 1.34 Grade 4: + 5.53 Grade 5: + 2.59 Grade 6: + 4.88 Grade 7: + 0.03 Grade 8: + 8.32

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mean Rit = 188.17 Grade 4 Mean Rit = 201.15 Grade 5 Mean Rit = 210.03 Grade 6 Mean Rit = 215.95 Grade 7 Mean Rit = 220.69 Grade 8 Mean Rit = 225.69	NWEA Math Fall 2024 Mean (average) RIT Score Grade 1 Mean RIT = 162.57 Grade 2 Mean RIT = 174.97 Grade 3 Mean RIT = 189.74 Grade 4 Mean RIT = 199.87 Grade 5 Mean RIT = 211.49 Grade 6 Mean RIT = 216.57 Grade 7 Mean RIT = 221.32 Grade 8 Mean RIT = 224.82		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 Grade 7 = 224 or higher Grade 8 = 232 or higher	
1.14	Student Participation in Well Rounded Educational Program	Percentage of students with opportunity to participate in districtwide arts or enrichment programs in 2023-2024:	Percentage of students with opportunity to participate in districtwide arts or enrichment		100% of students have opportunity to participate in all districtwide arts or enrichment programs	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of students in grades K-6 participating in weekly lessons in visual arts (Arts Attack curriculum) 100% of students in grades K-6 participating in weekly lessons in music taught by a credentialed music teacher 100% of fourth graders with opportunity to participate in district swim/aquatic safety program done in partnership with Santa Maria Valley YMCA 100% of sixth graders with opportunity to participate in Science Camp experience	programs in 2024-2025: 100% of students in grades K-6 participating in weekly lessons in visual arts (Arts Attack curriculum) 100% of students in grades K-6 participating in weekly lessons in music taught by a credentialed music teacher 100% of fourth graders with opportunity to participate in district swim/aquatic safety program done in partnership with Santa Maria Valley YMCA 100% of sixth graders with opportunity to participate in Science Camp experience			

Goal Analysis [2024-25]

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.

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

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 Standards-Based Materials, $1,900,000 (estimated), $1,700,000 more than budgeted. The district has opted to utilize other funds to pay for math and ESN curriculum adoptions for 2025-2026 and beyond.
- 1.4 Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring, $20,065.53, $40,627.35 less than budgeted. Assessment systems have been charged to other funds.
- 1.9 English Language Development (ELD) Support, $45,494.63, $30,494.63 more than budgeted. We have opted to allocate more staff time to ELD, with expenses charged to Title III.
- 1.10 Support for Foster Youth and Students Experiencing Homelessness, $7,425.83, $12,574.17 less than budgeted. We have opted to embed much of our foster/homeless tutoring in afterschool childcare, which is funded by ELO-P.
- 1.11 SEE Learning (Social/Emotional Learning Curriculum), $495, $4,505 less than budgeted. Staff charged to supporting implementation of SEE Learning have not had as many expenses as expected.
- 1.16 Co-taught Core Courses at Junior High Schools, no expenses, $20,000 less than budgeted. Expense associated with these sections have been paid out of non-LCAP sources.

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

Analysis on effectiveness of LCAP actions for Goal 1:

1.1 Standards-Based Materials
Effective. Instructional materials pilots took place during the school year in the following content areas and grade levels: math, grades TK-5 (teacher volunteers); math, grades 6-8 (all math teachers); and curriculum for special day classes for students extensive support needs (ESN). Illustrative Mathematics v.360, published by Imagine Learning, has been recommended for adoption for grades TK-8 for 2025-2026 and beyond. enCORE K-12, published by TeachTown, has been recommended for adoption for special day classes for ESN students for 2025-2026 and beyond.

1.2 Teacher on Special Assignment (TOSA) Support
Effective. Five TOSAs assigned to Educational Services have been hard at work on the following: (1) support for Tier 1 and Tier 2 instruction at elementary and junior high school sites; (2) Training and support for new (first- and second-year) teachers; (3) Support for PLC teams,

including assistance with progress monitoring; (4) support with student engagement; and (5) support with family engagement via Julia Robinson Math Festival family nights. In all of these endeavors TOSAs are focused especially on improving outcomes for unduplicated students (low-income students, English Learners, foster youth, and students experiencing homelessness).

1.3 Executive Director of Curriculum & Instruction
Effective. The executive director of curriculum & instruction is continuing to do impactful work in supporting student achievement, supporting school administrators, organizing pertinent professional development, and leading the district's team of TOSAs. She is leading a multi-school effort to work with district consultant Nancy Frey on increasing student engagement.

1.4 Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring
Effective. Acadience (reading, 3x/year), Universal Screener for Number Sense (USNS) (math, 2x/year), and NWEA (reading and math, 3x/year) are utilized across the district as assessment tools for progress monitoring. Teachers utilize data to group students based on needs and to track student progress, especially the progress of unduplicated students. EduClimber is being used as a platform for collection and analysis of data.

1.5 Targeted Professional Learning Community (PLC) Work
Effective. A PLC mini-summit was implemented on consecutive PD days August 8-9 to revisit the rationale for PLCs and review PLC protocols. Solution Tree, a nationally known provider of PD on PLC work, provided four quality presenters who are experts in PLC protocols, common formative assessments, differentiated instruction, inclusive practices, and meeting the needs of unduplicated students. Special presentations on leading PLC work were provided to the district's school administrators and teachers who are PLC Leads. Based on observations and anecdotal reports, we can state that the two PD days were successful in setting the stage for PLC work this school year; the PLC self-rating device submitted by PLC teams also showed some improvement districtwide. Grade-level and departmental PLCs this school year have dedicated two meetings per month to analysis of data, planning of interventions, and other collaborative planning around the needs of unduplicated students.

1.6 Principal PLCs
Effective. Elementary and secondary "Principal PLCs" have been established to analyze and act on school and district data, with a special focus on unduplicated students. Topics taken up by these groups so far this school year include CAASPP results review, English Language Development, tasks for site PLC teams, response protocols for severe behaviors, the EduClimber platform for student data, and trends for student suspension.

1.7 On-Site Academic Intervention
Effective. SIPPS continues to be a cornerstone intervention program with a proven impact on identified students. Math intervention (see narratives for Actions 1.12 and 1.13) is in its second year. We are seeing teachers collaborate more around math intervention, with teachers sharing students at their grade level to group by need. The PLC focus on unduplicated students (see update for Action 1.5) has helped with math intervention.

1.8 Professional Consulting Support
Effective. The district continues to work with math consultants Michele Douglass and Elizabeth Hammonds on effective Tier 1 and Tier 2 practices, curriculum pacing, and the ongoing math pilots (see narrative for Action 1.1). A new consultant, Terri Barclay, has been brought on

to provide support in English/language arts. Efforts have included updating criteria (CAASPP, NWEA, and Acadience data cut points) for reading intervention, planning reading interventions beyond SIPPS (focusing on reading comprehension and vocabulary development), and launching writing task forces in grades TK-8. In writing, we have assembled groups of teachers in grades K-2, grades 3-5, and grades 6-8 for work on leveling up our students' writing skills. The task forces have been provided copies of a book, The Writing Revolution, that provides a sequence for teaching writing, from sentences ("the basic building blocks of writing") to multi-paragraph essays (including argumentative pieces).

1.9 English Language Development (ELD) Support
Somewhat effective. The Educational Services team continues to support designated and integrated ELD for English Learners. The team has devoted extra attention this school year to ELD practices at the district's junior high schools. This being said, we also are mindful that, while the reclassification rate increased, the English Learner Progress Indicator for 2024 showed a decline of 10% in English Learners making progress toward proficiency (39.4% are making progress).

1.10 Support for Foster Youth and Students Experiencing Homelessness
Effective. Extra support and tutoring for foster youth and students experiencing homelessness are being embedded in ELO-P academic programming for grades TK-6 (see narrative for Action 2.5). Teachers are being assigned to check in with these students to discern what specific supports are needed. Scholarships for Science Camp and other special activities are being implemented for students in these subgroups.

1.11 SEE Learning (Social/Emotional Learning Curriculum)
Effective. Implementation of the SEE Learning social/emotional learning curriculum is steadily expanding with support from the district's SEE Learning leadership team.

1.12 Math Intervention - Physical Education Instruction by Credentialed Teachers for Students in Grades TK-6
Effective. Dedicated time for math intervention is fundamental for improving math proficiency in grades 1-6. In their second year of implementing math intervention, elementary classroom teachers increasingly are sharing students, with students at a grade level grouped by student need. Teachers also are utilizing online curriculum to provide students reteaching and extra practice. P.E. continues to be a valued accompaniment to math intervention in the elementary master schedule. P.E. teachers provide engaging activities that build fitness and health. Some P.E. teachers are incorporating community resources such as MOVE Santa Barbara County, which offers instruction in bicycle riding and safety to primary-aged students.

1.13 Math Intervention - Art/Music Instruction for Students in Grades TK-6
Effective. Dedicated time for math intervention is fundamental for improving math proficiency in grades 1-6. In their second year of implementing math intervention, elementary classroom teachers increasingly are sharing students, with students at a grade level grouped by student need. Teachers also are utilizing online curriculum to provide students reteaching and extra practice. Visual arts using the Arts Attack program continues to be an important correlate for math intervention in the elementary master schedule. Students appreciate the weekly lessons in art elements and techniques with emphasis on the unique styles of the masters.

1.14 Pre-service Curriculum Training for New Teachers

Effective. In August 2024 the district offered paid days of preservice curriculum training to new teachers, and all but a handful participated. The training enabled these teachers to get a head start on curriculum, including pacing, online components, ELD components, student assessments, and more.

1.15 Instructional Assistant Support for Kindergarten Students
Effective. Kindergarten classes are staffed with instructional assistants who continue to play an integral role in supporting students, especially students in unduplicated subgroups.

1.16 Co-taught Core Courses at Junior High Schools
Effective. Co-taught courses have been launched at the district's three secondary sites. Administrative support, collaboration time, and professional development have been planned in support of this. The district, Santa Barbara County Education Office, and the Santa Barbara County SELPA collaborated this year on a differentiated assistance project in support of students with disabilities (and all other students). The project focused on three sites: Alice Shaw, Joe Nightingale, and Lakeview JHS. SBCEO conducted surveys, focus groups, and empathy interviews at the sites to obtain authentic feedback about programming for SWD that is working and what can be improved. The results indicated a best next step will be to work on a common vision and vocabulary for inclusive practices. To that end, Assistant Superintendent of Educational Services Joe Dana and Executive Director of Special Education Christy Callaghan developed a presentation for sites that included the district's definition of inclusive practices, an update on co-teaching, and the answers to questions and rumors. The presentation was given at the three participating sites and will be given to the rest of the district's schools in the fall. Additionally, Kevin Schaefer of Supporting Inclusive Practices has collaborated with the district team on professional development and other follow-up for this initiative. The three identified sites each had teams participating in the SB County Inclusion Network facilitated by Schaefer.

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.

Under this goal, we have added an action, Action 1.17, about restructuring the master schedule at our junior high schools. For background, for the past few years we have been seeing districtwide CAASPP achievement in seventh and eighth grades that is lower than it is in sixth grade. To illustrate this, we can cite our Spring 2024 CAASPP results. CAASPP math proficiency was 45% in sixth grade, 34% in seventh grade, and 33% in eighth grade. CAASPP English/language arts proficiency followed a similar pattern: 54% in sixth grade, 50% in seventh grade, and 42% in eighth grade. In response to this trend, we are planning to restructure the master schedule at Lakeview and Orcutt junior highs in 2025-2026 to provide more time for core instruction in English, math, and science, and more time for English Language Development (ELD) for English Learners. Currently, the junior high master schedule affords 40-45 minutes a day for math and 40-45 minutes a day for English – far less time than what students receive for these subjects in the elementary grades. The new schedule works within Lakeview and Orcutt's current start and dismissal times to do the following:

- Reduce the number of class periods
- Give longer, 62-minute class periods to English, math, and science (all tested subjects), thereby allowing time for both the day's lesson and extra support by the teacher following the lesson
- Build in dedicated ELD time for English Learners
- Streamline offerings for history and electives

Also as part of Goal 1, we have added Action 1.18 about improved differentiation and support via artificial intelligence (AI). After extensive professional development and outreach regarding AI solutions for education, the district has identified two AI platforms that will lead to improved outcomes for unduplicated students. Magic School AI for grades TK-8 offers real-time, scaffolded support across the curriculum that enhances students' ability to access rigorous curriculum at their own pace and ability level. Brisk Teaching AI for grades 6-8 allows teachers to create custom learning experiences, generate formative assessments, and provide instant, personalized feedback using standards-aligned content. Both programs will be helpful to students who need additional support or are performing below grade level.

We see our new actions, Actions 1.17 and 1.18, as important steps to improve outcomes for unduplicated students and students with disabilities.

We have decided to make Action 1.9 English Language Development (ELD) Support a contributing action in the LCAP document. Because this action targets an unduplicated subgroup we believe it is well aligned with the purpose of the LCAP.

Long Term English Learners (LTELs) have been added as a subgroup for CAASPP results, California Science Test results, the English Learner reclassification rate, and the English Learner Progress Indicator. We also have added Metric 1.14 on Student Participation in Well Rounded Educational Program to reflect the degree to which students have the opportunity to participate in the visual and performing arts and enrichment activities.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Standards-Based Materials	Standards-based instructional materials will be provided to all students. The district has adopted new instructional materials in mathematics (Illustrative Mathematics v.360, published by Imagine Learning) for grades TK-8 for 2025-2026 and beyond. These materials were selected because they are better aligned with California's new mathematics framework, feature research-based instructional practices, and have components to better address the needs of English Learners, students with disabilities, and advanced students.	$200,000.00	No
1.2	Teacher on Special Assignment (TOSA) Support	All teachers will be supported in improving outcomes for unduplicated students (low-income students, English Learners, foster youth, and students experiencing homelessness) by Teachers on Special Assignment	$419,892.50	Yes

Action #	Title	Description	Total Funds	Contributing
		(TOSAs). This support will entail training and follow-up with effective instructional strategies for classroom instruction (Tier 1), classroom-based intervention (Tier 2), and district processes for progress monitoring in English/language arts and math. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities and English Learners Joe Nightingale School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Pine Grove School - Students with Disabilities Ralph Dunlap School - Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students Lakeview Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Ralph Dunlap School - Students with Disabilities and English Learners Lakeview Junior High School - Students with Disabilities and English Learners This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road School - English Learners Ralph Dunlap School - English Learners		

Action #	Title	Description	Total Funds	Contributing
		This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Long Term English Learners Lakeview Junior High School - English Learners Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Long Term English Learners Alice Shaw School - English Learners This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Alice Shaw School - English Learners Olga Reed School - English Learners Pine Grove School - English Learners		
1.3	Executive Director of Curriculum & Instruction	The district's executive director of curriculum & instruction will oversee support for the district's teachers and school administrators around improving the academic achievement of unduplicated students. This support will entail 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.	$228,711.52	Yes

Action #	Title	Description	Total Funds	Contributing
		This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities and English Learners Joe Nightingale School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Pine Grove School - Students with Disabilities Ralph Dunlap School - Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students Lakeview Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Ralph Dunlap School - Students with Disabilities and English Learners Lakeview Junior High School - Students with Disabilities and English Learners This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road School - English Learners Ralph Dunlap School - English Learners This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement:		

Action #	Title	Description	Total Funds	Contributing
		OUSD - Long Term English Learners Lakeview Junior High School - English Learners Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Long Term English Learners Alice Shaw School - English Learners This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Alice Shaw School - English Learners Olga Reed School - English Learners Pine Grove School - English Learners		
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. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red	$81,827.00	Yes

Action #	Title	Description	Total Funds	Contributing
		rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities and English Learners Joe Nightingale School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Pine Grove School - Students with Disabilities Ralph Dunlap School - Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students Lakeview Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Ralph Dunlap School - Students with Disabilities and English Learners Lakeview Junior High School - Students with Disabilities and English Learners This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Long Term English Learners Lakeview Junior High School - English Learners Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Long Term English Learners Alice Shaw School - English Learners		

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" was held 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. Learnings from the mini-summit are serving as a point of reference for PLC work districtwide. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities and English Learners Joe Nightingale School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Pine Grove School - Students with Disabilities Ralph Dunlap School - Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students Lakeview Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement:	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Ralph Dunlap School - Students with Disabilities and English Learners Lakeview Junior High School - Students with Disabilities and English Learners This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road School - English Learners Ralph Dunlap School - English Learners This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Long Term English Learners Lakeview Junior High School - English Learners Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Long Term English Learners Alice Shaw School - English Learners This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Alice Shaw School - English Learners Olga Reed School - English Learners Pine Grove School - English Learners		

Action #	Title	Description	Total Funds	Contributing
1.6	Principal PLCs	Principals and vice-principals will participate in their own PLC to review and 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. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities and English Learners Joe Nightingale School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Pine Grove School - Students with Disabilities Ralph Dunlap School - Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students Lakeview Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Ralph Dunlap School - Students with Disabilities and English Learners Lakeview Junior High School - Students with Disabilities and English Learners	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Patterson Road School - English Learners Ralph Dunlap School - English Learners This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Long Term English Learners Lakeview Junior High School - English Learners Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Long Term English Learners Alice Shaw School - English Learners This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Alice Shaw School - English Learners Olga Reed School - English Learners Pine Grove School - English Learners		
1.7	On-Site Academic Intervention	Unduplicated pupils 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-based interventions for identified students. SIPPS (Systematic Instruction	$597,540.93	Yes

Action #	Title	Description	Total Funds	Contributing
		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. LCAP funds are being utilized for hourly support teachers to implement SIPPS and to be trained in the program. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities and English Learners Joe Nightingale School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Pine Grove School - Students with Disabilities Ralph Dunlap School - Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students Lakeview Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Ralph Dunlap School - Students with Disabilities and English Learners Lakeview Junior High School - Students with Disabilities and English Learners This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement:		

Action #	Title	Description	Total Funds	Contributing
		OUSD - Long Term English Learners Lakeview Junior High School - English Learners Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Long Term English Learners Alice Shaw School - English Learners		
1.8	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. A focus in 2025-2026 will be improving student writing achievement.	$50,000.00	No
1.9	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. Teacher training and support for improving outcomes for LTELs will be planned during the school year, with an emphasis on increased response opportunities, academic vocabulary, and increased writing opportunities. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress:	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Patterson Road School - English Learners Ralph Dunlap School - English Learners This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English Learner Progress: Alice Shaw School - English Learners Olga Reed School - English Learners Pine Grove School - English Learners		
1.10	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. LCAP funds are utilized for individual tutoring. ELO-P funds will support tutoring of students in these subgroups that is integrated into afterschool childcare.	$54,317.24	Yes
1.11	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 2025-2026.	$5,000.00	Yes
1.12	Math Intervention - Physical Education Instruction by Credentialed Teachers for	Instruction by credentialed physical education teachers is a foundational block in an elementary master schedule that affords regular time for 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.	$713,229.63	Yes

Action #	Title	Description	Total Funds	Contributing
	Students in Grades TK-6			
1.13	Math Intervention - Art/Music Instruction for Students in Grades TK-6	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 4-6. 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. Funding for the program will come from Proposition 28 funds.	$558,050.45	No
1.14	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. Funding for this initiative will come from the district's Educator Effectiveness allotment.	$20,000.00	No
1.15	Instructional Assistant Support for Kindergarten Students	Instructional assistants will continue to be placed in full-day kindergarten classrooms to support the academic and behavioral needs of kindergarten students. Priority for support will be given to unduplicated students.	$311,050.40	Yes
1.16	Co-taught Core Courses at Junior High Schools	Lakeview and Orcutt junior high schools will continue to schedule co-taught English and Mathematics courses that will include both general education students and students with disabilities and be team taught by general education and Special Education teachers. These 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 a greater opportunity to enjoy	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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. This action is integral to the district's Differentiated Assistance work to improve outcomes for students with disabilities. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities Lakeview Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities Lakeview Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: Orcutt Junior High School - Students with Disabilities		
1.17	Restructure Junior High School Master Schedule*	For 2025-2026, we are working toward improving academic achievement of unduplicated students by restructuring the master schedule at Lakeview and Orcutt junior highs to provide more time for core instruction in English, math, and science, and more time for English Language Development (ELD) for English Learners. Currently, the junior high master schedule affords 40-45 minutes a day for math and 40-45 minutes a day for English – far less time than what students receive for these subjects in the	$493,984.53	Yes

Action #	Title	Description	Total Funds	Contributing
		elementary grades. The new schedule works within Lakeview and Orcutt's current start and dismissal times to do the following: • Reduce the number of class periods • Give longer, 62-minute class periods to English, math, and science (all tested subjects), thereby allowing time for both the day's lesson and extra support by the teacher following the lesson • Build in dedicated ELD time for English Learners • Streamline offerings for history and electives Associated with this change is an expense shown here to hire four additional teachers (two math teachers, one science teacher, and one physical education teacher) to implement the new master schedule as configured. We believe the restructured master schedule will lead to improved learning and outcomes for unduplicated students and students with disabilities. This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Long Term English Learners Lakeview Junior High School - English Learners Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Long Term English Learners		
1.18	Improved Differentiation and Support via Artificial Intelligence (AI)*	After extensive professional development and outreach regarding AI solutions for education, the district has identified two AI platforms that will lead to improved outcomes for unduplicated students. Magic School AI for grades TK-8 offers real-time, scaffolded support across the curriculum that enhances students' ability to access rigorous curriculum at their own pace	$27,610.00	No

Action #	Title	Description	Total Funds	Contributing
		and ability level. Brisk Teaching AI for grades 6-8 allows teachers to create custom learning experiences, generate formative assessments, and provide instant, personalized feedback using standards-aligned content. Both programs will be helpful to students who need additional support or are performing below grade level. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities and English Learners Joe Nightingale School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Pine Grove School - Students with Disabilities Ralph Dunlap School - Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students Lakeview Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Ralph Dunlap School - Students with Disabilities and English Learners Lakeview Junior High School - Students with Disabilities and English Learners This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Long Term English Learners Lakeview Junior High School - English Learners		

Action #	Title	Description	Total Funds	Contributing
		Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Long Term English Learners Alice Shaw School - English Learners		

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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

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.

Immediate 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	92.82% for 2022-2023. The district attendance rate for 2023-2024 to date (April 26, 2024) is 94.51%.	94.11% for 2023-2024. The district attendance rate for 2024-2025 to date (April 16, 2025) is 93.94%.		96% or higher	+ 1.29%
2.2	Chronic Absenteeism Rates	2022-2023 Chronic Absenteeism Rates 23.3% - All Students 22.2% - African American 28.6% - American Indian 10.3% - Asian 2.2% - Filipino 25.3% - Hispanic or Latino 19.6% - White 25.4% - Two or More Races 3.14% - Declined to State 17.6% - English Learners 21.0% - Long Term English Learners (LTELs) 45.0% - Foster Youth 31.5% - Homeless 29.0% - Socioeconomically Disadvantaged 33.3% - Students with Disabilities	2023-2024 Chronic Absenteeism Rates 14.2% - All Students 19.0% - African American 21.7% - American Indian 4.4% - Asian 6.3% - Filipino 14.9% - Hispanic or Latino 12.4% - White 16.1% - Two or More Races N/A% - Declined to State 11.5% - English Learners 23.4% - Long Term English Learners (LTELs) 22.7% - Foster Youth 20.5% - Homeless		7% or lower districtwide and for each subgroup	All Students: - 9.1% African American: - 3.2% American Indian: - 6.9% Asian: - 5.9% Filipino: + 4.1% Hispanic or Latino: - 10.4% White: - 7.2% Two or More Races: - 9.3% Declined to State: N/A English Learners: - 6.1% Long Term English Learners (LTELs): + 2.4% Foster Youth: - 22.3% Homeless: - 11.0% Socioeconomically Disadvantaged: - 10.6%

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 April 26, 2024) 11.6% - All Students 9.7% - English Learners 14.0% - Long Term English Learners (LTELs) 12.8% - Foster Youth 19.4% - Homeless 15.6% - Socioeconomically Disadvantaged 15.5% - Students with Disabilities	18.4% - Socioeconomically Disadvantaged 20.2% - Students with Disabilities 2024-2025 Chronic Absenteeism Rates (as of April 17, 2025) 13.90% - All Students 7.70% - African American 19.00% - American Indian 5.30% - Asian 14.60% - Filipino 0.00% - Pacific Islander 14.90% - Hispanic 11.30% - White 16.00% - Two or More Races 16.60% - Declined to State 9.80% - English Learners 10.20% - Long Term English Learners (LTELs) 22.60% - Foster Youth 24.40% - Homeless			Students with Disabilities: -13.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			16.80% - Socioeconomically Disadvantaged 19.60% - Students with Disabilities			
2.3	Middle School Dropout Rates	0% in 2022-2023 No junior high school dropouts to date in 2023-2024	0% in 2023-2024 No junior high school dropouts to date in 2024-2025		0%	No change
2.4	Pupil Suspension Rates	2022-2023 Suspension Rates 5.0% - All Students 17.8% - African American 4.8% - American Indian 4.9% - Asian 2.2% - Filipino 5.2% - Hispanic or Latino 5.0% - White 2.7% - Two or More Races 3.14% - Declined to State 5.2% - English Learners 29.3% - Foster Youth 7.1% - Homeless 6.2% - Socioeconomically Disadvantaged 10.2% - Students with Disabilities	2023-2024 Suspension Rates 5.7% - All Students 15.6% - African American 8.7% - American Indian 6.7% - Asian 2.1% - Filipino 6.0% - Hispanic or Latino 5.1% - White 4.8% - Two or More Races N/A% - Declined to State 5.2% - English Learners 10.4% - Long-Term English Learners (LTELs) 33.3% - Foster Youth 6.8% - Homeless		2% or lower districtwide and for each subgroup	All Students: + 0.7% African American: - 2.2% American Indian: + 3.9% Asian: + 1.8% Filipino: - 0.1% Hispanic or Latino: + 0.8% White: + 0.1% Two or More Races: + 2.1% Declined to State: N/A English Learners: No change Long-Term English Learners: N/A Foster Youth: + 4.0% Homeless: - 0.3% Socioeconomically Disadvantaged: + 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		To date in the 2023-2024 school year (April 26, 2024) we have the following suspension rates (204 students have been suspended): 5.04% - All Students 16.22% - African American 9.09% - American Indian 6.82% - Asian 2.38% - Filipino 5.39% - Hispanic or Latino 4.28% - White 4.58% - Two or More Races 3.14% - Declined to State 5.02% - English Learners 10.0% - Long Term English Learners (LTELs) 6.69% - Socioeconomically Disadvantaged 25.0% - Foster Youth 10.80% - Homeless 9.20% - Students with Disabilities	7.5% - Socioeconomically Disadvantaged 8.8% - Students with Disabilities To date in the 2024-2025 school year (April 17, 2025) we have the following suspension rates (211 students have been suspended): 5.09% - All Students 5.13% - African American 9.52% - American Indian 0.0% - Asian 0.0% - Filipino 5.83% - Hispanic or Latino 4.42% - White 4.46% - Two or More Races 1.23% - Declined to State 6.42% - English Learners 10.57% - Long Term English Learners (LTELs) 6.27% - Socioeconomically Disadvantaged			Students with Disabilities: - 1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			20.75% - Foster Youth 9.80% - Homeless 12.26% - Students with Disabilities			
2.5	Pupil Expulsion Rates	0% in 2022-2023 No expulsions to date in 2023-2024	0% in 2023-2024 No expulsions to date in 2024-2025		0%	No change
2.6	California Healthy Kids Survey	Responses to student survey items from Fall 2023: Grade 5 survey: "Do you feel safe at school?" • 79% feel safe all or most of the time Grade 7 survey: "How safe do you feel when you are at school? • 61% feel very safe or safe	Responses to student survey items from January 2025: Grade 5 survey: "Do you feel safe at school?" • 80% feel safe all or most of the time Grade 7 survey: "How safe do you feel when you are at school? • 59% feel very safe or safe		90% of Grade 5 and 90% of Grade 7 students reporting on the California Healthy Kids Survey that they feel safe at school	Grade 5 survey: "Do you feel safe at school?" + 1% feel safe all or most of the time Grade 7 survey: "How safe do you feel when you are at school? • 2% feel very safe or safe

Goal Analysis [2024-25]

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.

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

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:

- 2.1 Multi-Tiered System of Support (MTSS) Plan for Behavior, $1,205.11, $15,511.16 less than budgeted. The MTSS Plan for Behavior effort has not accrued the expected expenses for release time and professional development.
- 2.2 Behavioral Supports for Identified Students, $676,314.11, $513,288.78 more than budgeted. The district needed to respond to the continued trend of severe student behaviors, especially at elementary sites.
- 2.3 Supporting Positive Behavior at Junior High Schools, $16,575.13, $33,424.87 less than budgeted. This action was implemented at Orcutt Junior High School and not at Lakeview Junior High School. This action also was not implemented for the full year.
- 2.4 Attendance Incentives and Accountability, no expenses, $5,000 less than budgeted. Sites have chosen other sources of funding for attendance incentives.
- 2.6 Inclusive Practices and Universal Design for Learning (UDL), no expenses, $25,000 less than budgeted. Professional development around inclusive practices and UDL has either been free or has been charged to other sources.
- 2.10 Vice-Principal Support, $357,518.74, $198,292.26 less than budgeted. One vice-principal was assigned to oversee ELO-P academic intervention and enrichment, and ELO-P funding paid for a portion of her position.

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

Analysis on effectiveness of LCAP actions for Goal 2:

2.1 Multi Tiered System of Support (MTSS) Plan for Behavior
Effective. The district has made good progress in implementation of its MTSS Plan for Behavior. All but one school are holding weekly MTSS meetings, and one school has reached the point where it holds meetings independently without support from the Special Education Department. The threat assessment advocated by NABITA has been adopted.

2.2 Behavioral Supports for Identified Students
Somewhat effective. The district has added staff to meet the needs of students with significant behavioral challenges. As of April 2025, the district has in place three BCBAs and six RBTs. The district has added several instructional assistants to meet student behavioral needs as dictated by Individualized Education Programs (IEPs). All of this being said, the district is continuing to experience severe misbehavior from

some students, especially at the elementary level. The district has received strong feedback that more behavioral support and training are needed.

2.3 Supporting Positive Behavior at Junior High Schools
Effective. Orcutt Junior High School is piloting a restorative practices course as an alternative to suspension and has seen reduced suspensions as a result. The course includes support with class assignments, instruction in organization and study skills, and community service at the OASIS Center in Orcutt. The course has been effective in slightly reducing the suspension rate at OJHS. As of April 18, 2025, the suspension rate at OJHS is 7.92% (38 students suspended), down from 8.61% in 2023-2024 (41 students suspended) as of April 18, 2024.

2.4 Attendance Incentives and Accountability
Effective. The district has continued its cadence for tracking attendance data and attendance accountability, including truancy notifications, notifications of excessive absenteeism, and notifications of excessive tardiness. The County District Attorney's decision to pull away from regular participation in the School Attendance Review Board and to prosecute for truancy only in rare cases has prompted local districts to invest more time into preventive and proactive measures such as phone calls to parents by teachers, phone calls to parents by community liaisons, empathy-based talks with students, and more.

2.5 Expanded Learning Opportunities Program (ELO-P) Enrichment Programming
Effective. ELO-P continues to be an important offering for unduplicated students -- as of this writing, 342 of the 603 students enrolled (57%) are unduplicated students. This school year, a vice-principal was assigned to oversee academic enrichment and intervention provided during ELO-P time, and the ELO-P academic team now includes 14 credentialed teachers, two music teachers, and two TOSAs. In the fall, English/language arts achievement in third and fourth grade was identified as an area of focus. A program servicing 119 students across five elementary schools was implemented to provide reading intervention using model lessons developed by TOSAs. NWEA testing in reading showed significant growth by participants in this program, with some students graduating out. In the spring, the reading intervention continued, math intervention was added, and the program was expanded to include 140 students in grades 2-4. Music intervention programs serve another 75 students.

2.6 Inclusive Practices and Universal Design for Learning (UDL)
Effective. The district and SBCEO are collaborating on a differentiated assistance project in support of students with disabilities (and all other students). The project is focusing on three sites (Alice Shaw, Joe Nightingale, and Lakeview JHS) under the premise that insights gleaned from these sites can influence districtwide planning. SBCEO conducted surveys, focus groups, and empathy interviews at the sites to obtain authentic feedback about what about programming for SWD is working and what can be leveled up. As a next step, the district developed a "road show" presentation to help staff see successes in inclusive practices this year, have questions answered, and move closer to a common vision and vocabulary for inclusive practices. Kevin Schaefer of Supporting Inclusive Practices has collaborated with the district on all of these efforts. Additionally, the three sites each have teams participating in the SB County Inclusion Network facilitated by Schaefer.

2.7 Special Education Program Specialist
Effective. The program specialist has continued to 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 2.6).

2.8 Special Education Teacher on Special Assignment (TOSA)
Effective. Reviews on the district's new Special Education TOSA are very positive. She is providing substantial support to Special Education and general education teachers around inclusive practices and support for students with disabilities.

2.9 Counseling Support
Effective. Counseling services remain, in the words of one principal, "indispensable" in meeting social-emotional needs. The district plans to expand elementary school counseling services in 2025-2026 (see narrative for prompt below).

2.10 Vice-Principal Support
Effective. One and a half vice-principal positions were added for 2024-2025 so all five Orcutt-area elementary schools have at least a half-time vice-principal. This has been an important step to provide more behavioral support and to afford school leaders more time to focus on improving outcomes for unduplicated students.

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.

Based on review and analysis of how 2024-2025 has gone, along with input from educational partners, the district is electing to expand efforts on two actions heading into 2025-2026:

- Action 2.2 Behavioral Supports for Identified Students. The district plans to expand behavioral support and training in response to the continued severe misbehavior seen at its elementary sites. A psychologist and a special day class teacher will be added in 2025-2026; see narrative description for Action 2.2 below. Additionally, the funding source now is solely the LCAP, as we believe this action is well aligned with the purpose of the LCAP.
- Action 2.9 Counseling Support. The district wants to expand counseling services to each elementary site has its own dedicated staff counselor. This will expand the availability of mental health support for unduplicated students and students with disabilities.
- Action 2.10 Vice-Principal Support. In the interest of providing more behavioral support, improved student supervision and accountability, and improved leadership focus on unduplicated students, the district plans an expansion of vice-principal support available at elementary sites.

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.

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 MTSS plan for behavior. Initiated by a Special Education program specialist with expertise in behavior, the plan includes the following:	$16,366.10	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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) • The CSTAG (Comprehensive School Threat Assessment Guidelines) behavioral threat assessment The plan will be regularly reviewed by the district Core Management Team and school leadership teams. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Students with Disabilities, Foster Youth, African American students, and Socioeconomically Disadvantaged students Patterson Road School - Students with Disabilities Ralph Dunlap School - Students with Disabilities and White students Lakeview Junior High School - Schoolwide and Students with Disabilities, White students, and Socioeconomically Disadvantaged students Orcutt Junior High School - Students with Disabilities and Socioeconomically Disadvantaged students This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Asian, Two or More Races Alice Shaw School - Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Joe Nightingale School - Schoolwide, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Patterson Road School - Socioeconomically Disadvantaged		

Action #	Title	Description	Total Funds	Contributing
		Pine Grove School - White, English Learners Ralph Dunlap School - Socioeconomically Disadvantaged		
2.2	Behavioral Supports for Identified Students	The district will continue to make available behavioral support for students as needed. This support can be provided by Board Certified Behavior Analysts (BCBAs), instructional assistants trained as Registered Behavior Technicians (RBTs), and district psychologists. Intensive instruction and support in positive behavior also can be provided in special day classes for students with extensive needs. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Students with Disabilities, Foster Youth, African American students, and Socioeconomically Disadvantaged students Patterson Road School - Students with Disabilities Ralph Dunlap School - Students with Disabilities and White students Lakeview Junior High School - Schoolwide and Students with Disabilities, White students, and Socioeconomically Disadvantaged students Orcutt Junior High School - Students with Disabilities and Socioeconomically Disadvantaged students This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Asian, Two or More Races Alice Shaw School - Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Joe Nightingale School - Schoolwide, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Patterson Road School - Socioeconomically Disadvantaged Pine Grove School - White, English Learners Ralph Dunlap School - Socioeconomically Disadvantaged	$725,746.02	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Supporting Positive Behavior at Junior High Schools	In response to continued high levels of student misbehavior and suspensions, the district's two junior high schools will implement initiatives to support positive behavior and reduce severe behavior and suspensions. In 2024-2025 Orcutt JHS successfully piloted a restorative practices initiative as an alternative to suspension. The program includes practice in peaceful resolution of conflicts, techniques for self-regulation and anger management, strategies for drug use prevention/cessation, and community service. If staffing can be addressed, we would like to implement a similar program at Lakeview JHS in 2025-2026. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Students with Disabilities, Foster Youth, African American students, and Socioeconomically Disadvantaged students Lakeview Junior High School - Schoolwide and Students with Disabilities, White students, and Socioeconomically Disadvantaged students Orcutt Junior High School - Students with Disabilities and Socioeconomically Disadvantaged students This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Asian, Two or More Races	$42,712.25	Yes
2.4	Attendance Incentives and Accountability	With the direction and support of the district Educational Services Department, schools 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	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Chronic Absenteeism: OUSD - Foster Youth Joe Nightingale School - Two or More Races Pine Grove School - Students with Disabilities Ralph Dunlap School - English Learners and Hispanic students Lakeview Junior High School - English Learners and White students Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Chronic Absenteeism: OUSD - Long Term English Learners		
2.5	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. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Students with Disabilities	$2,145,915.28	No

Action #	Title	Description	Total Funds	Contributing
		Alice Shaw School - Students with Disabilities and English Learners Joe Nightingale School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Pine Grove School - Students with Disabilities Ralph Dunlap School - Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Students with Disabilities Alice Shaw School - Students with Disabilities Orcutt School for Independent Study - Schoolwide and Hispanic students Ralph Dunlap School - Students with Disabilities and English Learners This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in English/Language Arts Achievement: OUSD - Long Term English Learners Lakeview Junior High School - English Learners Orcutt Junior High School - Students with Disabilities This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Mathematics Achievement: OUSD - Long Term English Learners Alice Shaw School - English Learners		
2.6	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	$30,500.00	No

Action #	Title	Description	Total Funds	Contributing
		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. This action is integral to the district's Differentiated Assistance work to improve outcomes for students with disabilities.		
2.7	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 2.6).	$179,650.13	Yes
2.8	Special Education Teacher on Special Assignment (TOSA)	This 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.	$136,863.48	Yes
2.9	Counseling Support	The district will continue counseling services for students at all schools 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. Counselors will utilize CALPADS reports available on the district's student information system to discern which students are unduplicated pupils. Counselors then will prioritize unduplicated students in their services both in the responsiveness to referrals and requests for counseling and in the number of sessions provided.	$900,436.38	Yes

Action #	Title	Description	Total Funds	Contributing
		This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Students with Disabilities, Foster Youth, African American students, and Socioeconomically Disadvantaged students Patterson Road School - Students with Disabilities Ralph Dunlap School - Students with Disabilities and White students Lakeview Junior High School - Schoolwide and Students with Disabilities, White students, and Socioeconomically Disadvantaged students Orcutt Junior High School - Students with Disabilities and Socioeconomically Disadvantaged students This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Asian, Two or More Races Alice Shaw School - Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Joe Nightingale School - Schoolwide, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Patterson Road School - Socioeconomically Disadvantaged Pine Grove School - White, English Learners Ralph Dunlap School - Socioeconomically Disadvantaged		
2.10	Vice-Principal Support	Vice-principal services will be added so sites have access to increased student supervision and accountability, increased behavioral support for students, increased family support, and increased coordination of services for unduplicated students. Vice-principal support also frees up the principal to have more time for instructional leadership, teacher supervision and coaching, and other actions that contribute to improved student achievement.	$606,750.68	Yes

Action #	Title	Description	Total Funds	Contributing
		This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Students with Disabilities, Foster Youth, African American students, and Socioeconomically Disadvantaged students Patterson Road School - Students with Disabilities Ralph Dunlap School - Students with Disabilities and White students Lakeview Junior High School - Schoolwide and Students with Disabilities, White students, and Socioeconomically Disadvantaged students Orcutt Junior High School - Students with Disabilities and Socioeconomically Disadvantaged students This action/service will address the unique identified needs of the following student groups that in 2024 attained the lowest performance level (red rating) on the California School Dashboard in Suspension Rate: OUSD - Asian, Two or More Races Alice Shaw School - Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Joe Nightingale School - Schoolwide, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Patterson Road School - Socioeconomically Disadvantaged Pine Grove School - White, English Learners Ralph Dunlap School - Socioeconomically Disadvantaged		

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 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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.

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 District Showcase Events for Community	1 in 2023-2024 3/15/24 - OUSD Literacy Showcase at Joe Nightingale School	3 so far in 2024-2025 10/18/24 - OUSD/YMCA Swimming/Aquatic Safety Showcase		4 per school year	+ 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			3/6/25 - Visit by CSBA President Dr. Bettye Lusk to OUSD 3/21/25 - OUSD/Allan Hancock College Early College Showcase			
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 district or a district initiative.	11 in 2023-2024 Allan Hancock Community College California Army National Guard Fighting Back Santa Maria Valley MOVE Santa Barbara County 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 STARBASE at Vandenberg Space Force Base	Counting 19 so far in 2024-2025 Allan Hancock Community College California Army National Guard California Highway Patrol Fighting Back Santa Maria Valley Guadalupe-Nipomo Dunes Center MOVE Santa Barbara County Orcutt Area Seniors in Service (OASIS) Orcutt Children's Arts Foundation Santa Barbara County Behavioral Wellness		25	+ 8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Santa Barbara County District Attorney's Department Santa Barbara County Education Office Santa Barbara County Sheriff's Department Santa Maria Public Library Santa Maria Valley YMCA SpaceX STARBASE at Vandenberg Space Force Base United Boys & Girls Club of Santa Barbara County			
3.3	Number of Preschools and Childcare Centers in OUSD School Readiness Network	0 in 2023-2024	0 in 2024-2025 (network being developed as of April 2025)		10 or more local preschools and childcare centers	No change

Goal Analysis [2024-25]

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.

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

Implementation of Action 3.4 School Readiness Network has taken a different direction than planned. The vice-principal assigned to this task has focused more on marketing and outreach to new and prospective transitional kindergarten and kindergarten parents than on outreach to preschools and childcare centers.

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 Community Outreach Efforts, $18,299.35, 13,299,35 more than budgeted. The district opted to invest in equipment for live-streaming school and district events to the public.
- 3.3 Student Enrichment Opportunities in Community, $57,158.82, $71,718.78 less than budgeted. Expenses for a number of enrichment opportunities have been defrayed or provided pro bono by community partners.

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

Analysis on effectiveness of LCAP actions for Goal 3:

3.1 Community Outreach Efforts
Effective. The district and Santa Maria Valley YMCA hosted a community showcase on October 18, 2024, to highlight their swimming/aquatic safety program for fourth graders. Community outreach efforts have included offsite Management Team meetings at Vandenberg SFB, the Santa Barbara County Foodbank, and the Atlas Copco Mafi-Trench manufacturing plant, as well as a presentation for Management on human trafficking by an assistant district attorney.

3.2 Student Support from Community Partners
Effective. Community partners around student programming include the Santa Maria Valley YMCA, the California Army National Guard, MOVE Santa Barbara County, and many more. The district's second year of working with the California Army National Guard on the sixth-grade DARE Program went well, and a December 10 community event to culminate the program was well attended and well received.

3.3 Student Enrichment Opportunities in Community
Effective. The district continued enrichment activities begun in previous years. A new program launched this fall was a FIRST Lego League robotics team at Lakeview Junior High School. Teacher Dan Coombs assembled a team that competed in a regional tournament.

3.4 School Readiness Network
Incomplete. A list of active, licensed preschools and early childhood centers within the OUSD and in southern Santa Maria has been developed. Outreach to the centers is under way. But, as mentioned earlier, the vice-principal assigned to this task has focused more on marketing and outreach to new and prospective transitional kindergarten and kindergarten parents than on outreach to preschools and childcare centers. He is collaborating with Educational Services on informational materials to give to parents and post on the OUSD website about the TK and K programs. He also organized a successful districtwide informational night for incoming TK and K parents on May 21 at Joe Nightingale School. The night, which included a presentation on the district's TK/K program and visits to classrooms at those grade

levels, drew over 150 attendees, including a contingent of non-English-speaking families. The district is planning to hold the event at another elementary site in Spring 2026.

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.

N/A

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Outreach Efforts	The district will continue to invite members of the community to "showcase" events that highlight successful programs and practices. The district also will continue to have its Management Team visit locations in the community that provide insight into industries, services, and programming available to OUSD students and families.	$20,000.00	Yes
3.2	Student Support from Community Partners	The district will continue to work with community partners who afford needed services, programming, support, and enrichment for unduplicated students and students with disabilities. Students in these subgroups often do not enjoy as much access to these programs and opportunities, and improved access will contribute to improved outcomes with regard to increasing attendance, reducing suspensions, promoting mental health and wellness, enhancing student and school safety, increasing parent and family engagement, and more. Current examples include the following: • The Orcutt Children's Arts Foundation gives vital funding to the district's efforts with arts education, including the visual arts and music programs. • The Santa Barbara County Education Office's Transitional Youth Services Program supports foster youth and students experiencing homelessness. • SBCEO also has arranged to station at the district's secondary sites community navigators who help steer the families of	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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 the past two years and will continue in 2025-2026. • MOVE Santa Barbara County provided bicycle education (including bicycle safety instruction) at several elementary sites.		
3.3	Student Enrichment Opportunities in Community	The district will continue to support enrichment activities for unduplicated students, students with disabilities, and all 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 planned in 2025-2026 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, field trips, and at least one elementary school participating in a flag football league operated by the Santa Maria-Bonita School District. These experiences are important for all students, but especially important for unduplicated students and students with disabilities who do not enjoy as much access to them. The district's assumption is that providing these opportunities will contribute to improved outcomes with regard to increasing attendance, reducing suspensions, promoting mental health and wellness, increasing school connectedness, and more.	$96,418.50	Yes
3.4	School Readiness Network	The district will develop a school readiness network that would include our district and preschools and childcare centers in our district for children 0-4. Goals would be improved articulation between our district and feeder preschools/childcare centers in the interest of school readiness, partnership with feeder preschools/childcare centers on parent education and parent information events, more streamlined access to preschool and childcare for families of unduplicated students, and ultimately more enrollment in district transitional kindergarten and kindergarten programs. This effort is associated with the district's First 5 Early Learning Plan.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing

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 3: Parental Involvement (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.

Immediate 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.

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)	Spring 2025 Parent Survey		90% of parent survey respondents rate	+ 4.43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		46.01% - Excellent 42.97% - Good 9.13% - Fair 1.90% - Poor 88.98% of parents rate school-home communication as "excellent" or "good"	55.09% - Excellent 38.32% - Good 5.39% - Fair 1.20% - Poor 93.41% of parents rate school-home communication as "excellent" or "good"		school-home communication as "excellent" or "good"	
4.2	Parent Survey on Parent Involvement	Parent Involvement Level (Spring 2024 Parent Survey) 14.92% - Extremely involved 29.03% - Very involved 51.21% - Somewhat involved 4.84% - Not involved 95.16% of parents extremely, very, or somewhat involved in their child's school	Parent Involvement Level (Spring 2025 Parent Survey) 12.03% - Extremely involved 34.18% - Very involved 46.84% - Somewhat involved 6.96% - Not involved 93.04% of parents extremely, very, or somewhat involved in their child's school		100% of parent survey respondents rate themselves extremely, very, or somewhat involved in their child's school	- 2.12%
4.3	Annual School Survey on School Culture	Responses to two parent survey items from Fall 2023:	Due to changes in the School Plan for Student		All 9 schools have 85% of respondents	Incomplete

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Parents feel welcome to be involved in the school." • 7 of 9 schools with over 80% of respondents indicating "agree" or "strongly agree" "If I have a problem or concern, I have someone at school I can talk to." • 7 of 9 schools with over 80% of respondents indicating "agree" or "strongly agree"	Achievement process, 3 of the district's 9 schools gave a parent survey in Fall 2024. Results: "Parents feel welcome to be involved in the school." 2 of 3 schools with over 80% of respondents indicating "agree" or "strongly agree" "If I have a problem or concern, I have someone at school I can talk to." 3 of 3 schools with over 80% of respondents indicating "agree" or "strongly agree"		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."	
4.4	Number of District- and School-Initiated Parent/Family Education Events	7 in 2023-2024 (6 Family Math Nights utilizing Julia Robinson Math Festival materials at each elementary site and a 2/28/24 Special Education parent night on Alternative and	14 so far in 2024-2025 (7 parent education nights, 1 DARE community event, and 6 Julia Robinson Math Festival events)		15 or more per school year	+ 7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Augmentative Communication)				

Goal Analysis [2024-25]

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.

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

- 4.6 California Community Schools Partnership Program (CCSPP) was not implemented due to the district's inability to hire a social worker to launch the program. The district will not move forward with this action.

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:

- 4.3 Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families, $267,788.49, $71,833.67 more than budgeted. The district chose to increase liaison services for families with an emphasis at elementary schools on having a liaison on-site each day.
- 4.5 Parent/Family Education Events, no expenses, $20,000 less than budgeted. These events have not accrued expenses to date. Presenters have arranged for free materials and have not charged for their services.
- 4.6 California Community Schools Partnership Program (CCSPP), no expenses, $125,000 less than budgeted. Due to the inability to hire a social worker, the district has not implemented this action.

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

Analysis on effectiveness of LCAP actions for Goal 4:

4.1 School-Home Communication Platform
Effective. Parent Square remains a vital school-home communication platform. This school year it introduced a new artificial intelligence feature that can make messages easier to compose and post. The district plans to implement a new Parent Square feature, Attendance Plus, in 2025-2026.

4.2 Improved Marketing and Accessibility of District for Parent and Community Engagement

Effective. The district has invested time and effort this school year into improving its accessibility for parent and community engagement. Highlights:
a. The district website has been completely revamped using the Parent Square website development platform. Considerable time has been invested in informational resources for families. Additionally, special web pages have been created to communicate about specific initiatives (i.e., for potential school boundary adjustments).
b. The district sent home a Welcome Back Family Toolkit guide (in English and Spanish) to all families at the beginning of the school year. The guide includes important dates and information on school meals, Campus Connection and ASES childcare, bus transportation, Parent Square, Aeries, Clever, district-issued technology, health services, and more.
c. In the fall the district underwent a process for developing a new logo, new tagline, and other phrasings for a rebranding campaign to begin in January 2025. The logo, tagline, and other descriptors reflect the "2025" version of the Orcutt Union School District and will be compelling to families and community.
d. The district has created a new web page with information for military families and the page already is being used by active duty military who potentially will be stationed at Vandenberg SFB.

4.3 Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families
Effective. Community liaisons continue to be a vital part of the team supporting non- and limited-English-speaking families at each school. Student attendance has been an area of focus for their work this school year.

4.4 Support for Foster/Homeless Families
Effective. The district's foster/homeless liaison and community liaisons have been providing support to families of foster youth and students experiencing homelessness. This support includes communication about available in-district services to students (see narrative for Action 1.10) and resources available in the community. Community liaisons participated in a training in foster/homeless supports in April 2025.

4.5 Parent/Family Education Events
Effective. The district is responsible for 14 family events thus far in 2024-2025. This fall the district organized five parent education nights on pertinent topics such as what parents should know about artificial intelligence, setting limits to cellphone/social media use, and tobacco use prevention. Two more virtual parent education nights, one on healthy eating and the other on human trafficking, took place in May 2025. The evening on human trafficking was particularly well attended, drawing nearly 40 parents and community members. TOSAs organized one Julia Robinson Math Festival family night. The district hosted a DARE community event.

4.6 California Community Schools Partnership Program (CCSPP)
Not Implementing. Despite its best efforts the district has not been successful in recruiting a social worker to implement plan for a community school. The district will need to return CCSPP Planning Grant funding to the state.

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.

Based on review and analysis of how 2024-2025 has gone, the district is electing to make changes to two actions and add another heading into 2025-2026:

- Action 4.1 School-Home Communication Platform. The district has identified Parent Square's Attendance Plus Program as an augmentation of Parent Square for ongoing and specifically targeted communication, encouragement, and accountability for families of students with attendance challenges. Attendance Plus integrates with the Aeries student information system to identify at-risk students through daily attendance analysis, enabling immediate, tier-driven family outreach and intervention tracking.
- Action 4.4 Support for Foster/Homeless Families. The district will be having an administrator (currently a school vice-principal) serve as foster/homeless liaison while also overseeing ELO-P academic intervention and enrichment efforts. It makes more sense to combine the two duties because the district increasingly is providing tutoring for foster youth and students experiencing homelessness in the context of afterschool childcare. This administrator also can work directly with the district's childcare director on planning, staffing, and scheduling.
- Action 4.7 Improve Health Services for Unduplicated Pupils. As mentioned earlier, the district was unsuccessful in landing a social worker to implement a California Community Schools Program Planning Grant. That said, the district still would like to partner with education, county, and nonprofit entities to provide integrated health, mental health, and social services to unduplicated students, especially at Olga Reed School in Los Alamos. Over 95% of Olga Reed's students are low-income, and Los Alamos is relatively isolated from vital services. And so the district is planning a new LCAP action around hiring another credentialed school nurse to expand health services available to unduplicated students and their families.

For this LCAP document, we have added Metric 4.2 in association with this goal: data from our annual parent survey on the level to which parents report they are "involved" in their child's school. Moving forward, we will add surveys that pinpoint how the school district will promote participation in school programs by parents/families of unduplicated students and students with disabilities.

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.

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 2025-2026, the district intends to utilize Parent Square's Attendance Plus Program for ongoing and specifically targeted communication, encouragement, and accountability for families of students with attendance challenges. Attendance Plus integrates with the Aeries student information system to identify at-risk students through daily attendance analysis, enabling immediate, tier-driven family outreach and intervention tracking.	$72,342.62	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Improved Marketing and Accessibility of District 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).	$20,000.00	Yes
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 has its own liaison and the three secondary sites 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 experiencing homelessness also are English Learners) and do more to link families to pertinent community resources.	$313,559.63	Yes
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 both in-district and community resources for these families (see narrative for Action 1.10). Community liaisons also provide support; as noted in the narrative for Action 4.3, approximately 90% of students experiencing homelessness also are English Learners. Scholarships to participate in school activities such as Science Camp for sixth grade will be made available to these students. If needed, school	$109,521.86	Yes

Action #	Title	Description	Total Funds	Contributing
		supplies and personal supplies will be made available. LCAP funds are utilized for Science Camp scholarships.		
4.5	Parent/Family Education Events	The district organizes its own parent/family events. For the past two school years, the TOSA team has organized a Julia Robinson Math Festival (https://jrmf.org/) event at each elementary site, and this will continue in 2025-2026 (these events engage students and parents in an assortment of fun math tasks and challenges). For the past two years the district has collaborated with the California Army National Guard on a community event to culminated the sixth-grade DARE Program. In 2024-2025 the district organized seven parent education events, and this also will continue in the coming year.	$1,000.00	Yes
4.6	California Community Schools Partnership Program (CCSPP)	This action was discontinued in 2025-2026. For reference, following is the original narrative for the action: 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.	$0.00	No
4.7	Improve Health Services for Unduplicated Pupils*	With Action 4.6 not able to be implemented, the district still would like to improve health services available to unduplicated students, especially those at Olga Reed School in Los Alamos. Over 95% of Olga Reed's students are low-income, Los Alamos is relatively isolated from vital services, and in 2023-2024 Olga Reed's rate of chronic absenteeism (19.4%) was 5.2% higher than the district's. Hiring another credentialed school nurse will expand health services available to unduplicated students and could lead to coordination of community based care as well.	$167,543.75	Yes

Action #	Title	Description	Total Funds	Contributing

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 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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. 5 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.

Immediate Strategic Plan Priorities:

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	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	Spring 2025 survey about 2024-2025 professional development offerings: Teachers (112 responses, approximately 40% of teachers) - 58.03% effective or highly effective Classified employees (59 responses, approximately 20% of classified employees) - 61.02% 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	Teachers: - 24.57% Classified employees: - 19.37% Administrators: No change
5.2	Principal SAMR Survey on Technology Integration (analysis of level of use of technology in classroom lessons) Technology use in the classroom was defined	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	The SAMR Survey was administered by school administrators in Spring 2025. Based on 127 classroom visits, results are as follows:		Evidence of transformational use of technology (Redefinition or Modification), 20% Technology with a "somewhat or	Transformational use: - 1.64% Technology with "somewhat or direct" connection to lesson: - 2.62%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	as Enhancement (Substitution, Augmentation) or Transformational (Modification, Redefinition)	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.	0.00% Redefinition 12.10% Modification 36.29% Augmentation 28.23% Substitution (23.39% Technology not in use) 41.74% of teachers were using technology with a "somewhat or direct" connection to the lesson.		direct" connection to the lesson, 60%	

Goal Analysis [2024-25]

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.

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

N/A

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:

- 5.1 Professional Development for Teachers, Administrators, and Classified Employees, $248,425.27, $223,425.27 more than budgeted. The district leveraged Educator Effectiveness funds to expand its professional development menu for 2024-2025.
- 5.2 Continuing and Expanding Independent Study and Online Options for Learning, no expenses, $10,000 less than budgeted. The Orcutt School for Independent Study has not needed additional funding for what it offers students.

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

Analysis on effectiveness of LCAP actions for Goal 5:

5.1 Professional Development for Teachers, Administrators, and Classified Employees
Effective. The district has offered a robust menu of professional development to all staff, including administrators and classified employees. Highlights of the year to date:
a. PLC Mini-Summit organized on consecutive PD days August 8-9 to revisit the rationale for PLCs and review PLC protocols. Other topics embedded were classroom management, student engagement, and supporting students with disabilities.
b. Conference-style PD format on November 1 PD day, with sessions on math pilots, artificial intelligence, project-based learning, common formative assessments, Google Classroom, Canva, and more.
c. Ongoing PD offerings in technology integration, including two Saturday mini-tech conferences and four Tech Momentum Monday sessions.
d. Training in the Crisis Go emergency communication platform.
e. Ongoing training associated with our math pilots.

5.2 Continuing and Expanding Independent Study and Online Options for Learning
Effective. Orcutt School for Independent Study (OSIS) provides home study and blended learning offerings for students in grades K-8. Principal Cher Manich and staff are continually working through how best to meet student and family needs.

5.3 Career and Technical Education (CTE) and Career Exploration Opportunities for Students
Effective. STEAM continues as a junior high school CTE elective utilizing the Project Lead the Way module in Design & Modeling. The district hosted a PLTW representative in the fall for a campus visit and discussion of options for the future. As of this writing, Lakeview JHS is exploring implementing a new, PLTW-based elective in association with the master schedule change in 2025-2026. Orcutt JHS is exploring a career awareness elective.

5.4 Continued Maintenance and Refreshment of Technology Devices for Students
Effective. The Technology Department has been busy upgrading and deploying technology throughout the district. Highlights:
a. 750 new Chromebooks have been set up and deployed in classrooms.
b. 35 brand new MacBooks and 35 MacBook refreshes have been provided to staff.
c. 300 iPads have been set up and distributed for classroom use.
d. 180 outdated Apple products have been removed from inventory.

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.

Based on issues with student behaviors that have continued, the district during the 2025-2026 school year tentatively plans to work with the International Trauma Center on professional development (LCAP Action 5.1) on trauma informed practice and management of toxic stress. It is hoped that the ITC can provide helpful insights into preventing severe behaviors, addressing them effectively when they do occur, and implementing effective follow-up.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Development for Teachers, Administrators, and Classified Employees	This includes all pertinent professional development for district staff, including content and topics applicable to LCAP goals, technology integration for classroom learning and workflow, artificial intelligence integration, behavior basics, Nonviolent Crisis Prevention Intervention, and more.	$25,000.00	No
5.2	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) vis the Orcutt School for Independent Study as well as online learning via Edmentum and other platforms. Funding for OSIS does not derive from the LCAP.	$10,000.00	No
5.3	Career and Technical Education (CTE) and Career Exploration Opportunities for Students	The district will make available an array of career-related programming to enable elementary and junior high school students to acquire career-related skills and explore potential careers. Programming will include digital arts and links between the arts and technology, the STEAM (Science, Technology, Engineering, Art, and Mathematics) elective at Lakeview and Orcutt junior high schools, coding and computer science instruction, promotion of career pathways available at Orcutt Academy High School and the Santa Maria Joint Union High School District, and career exploration programming such as guest speakers and field trips relative to high-need, high-skill, high-wage careers in our community.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
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 mobile hotspots for families without home internet access.	$300,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,827,277	$367,954

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
15.634%	0.000%	$0.00	15.634%

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
1.2	**Action:** Teacher on Special Assignment (TOSA) Support **Need:** Academic outcomes for unduplicated students and students with disabilities are significantly lower than outcomes districtwide and for other subgroups, as shown by both California School Dashboard indicators, subgroup proficiency on CAASPP English/language arts	TOSA support is an integral component of the district'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 2025-2026 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 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
	and mathematics testing, and subgroup proficiency on the California Science Test (reference "Measuring and Reporting Results" section of Goal 1). **Scope:** LEA-wide	TOSAs also provide professional development on site and in afterschool sessions. This action is being implemented districtwide due to economy of scale and the reality that all district sites have achievement gaps between the schoolwide group and unduplicated subgroups and students with disabilities.	
1.3	**Action:** Executive Director of Curriculum & Instruction **Need:** Academic outcomes for unduplicated students and students with disabilities are significantly lower than outcomes districtwide and for other subgroups, as shown by both California School Dashboard indicators, subgroup proficiency on CAASPP English/language arts and mathematics testing, and subgroup proficiency on the California Science Test (reference "Measuring and Reporting Results" section of Goal 1). **Scope:** LEA-wide	The executive director works to ensure that the district's teachers and administrators are supported in pursuing improved academic outcomes for unduplicated students. The core of this work revolves around 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 and improve Tier 1 and Tier 2 practices (see narrative for Action 1.2). The executive director also works to improve instructional leadership around student achievement. Focus areas for work with school administrators in 2025-2026 include instructional rounds; "look fors" for student engagement, standards alignment, and Universal Design for Learning; and coaching teachers for improvement. This action is being implemented districtwide due to economy of scale and the reality that all district sites have achievement gaps between the schoolwide group and unduplicated subgroups and students with disabilities.	CAASPP performance by subgroup
1.4	**Action:** Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring **Need:**	Universal screening, formative assessments and MTSS progress monitoring assessments will be administered to monitor academic progress of unduplicated students and students with disabilities, identify areas of need, and evaluate	CAASPP performance 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
	Academic outcomes for unduplicated students and students with disabilities are significantly lower than outcomes districtwide and for other subgroups, as shown by both California School Dashboard indicators, subgroup proficiency on CAASPP English/language arts and mathematics testing, and subgroup proficiency on the California Science Test (reference "Measuring and Reporting Results" section of Goal 1). **Scope:** LEA-wide	effectiveness of programs. A focus area for 2025-2026 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 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. This action is being implemented districtwide due to economy of scale and the reality that all district sites have achievement gaps between the schoolwide group and unduplicated subgroups and students with disabilities.	
1.7	**Action:** On-Site Academic Intervention **Need:** Academic outcomes for unduplicated students and students with disabilities are significantly lower than outcomes districtwide and for other subgroups, as shown by both California School Dashboard indicators, subgroup proficiency on CAASPP English/language arts and mathematics testing, and subgroup	Research-based academic interventions (Tier 2) enable participating students overcome barriers to learning, develop skills, improve overall academic 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	CAASPP performance by subgroup, NWEA 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
	proficiency on the California Science Test (reference "Measuring and Reporting Results" section of Goal 1). **Scope:** LEA-wide	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. This action is being implemented districtwide due to economy of scale and the reality that all district sites have achievement gaps between the schoolwide group and unduplicated subgroups and students with disabilities.	
1.11	**Action:** SEE Learning (Social/Emotional Learning Curriculum) **Need:** The district's suspension rate for 2023-2024 (5.7%) actually increased from 2022-2023 and remains higher than the statewide suspension rate. Moreover, unduplicated subgroups and students with disabilities all had suspension rates higher than the districtwide rate. Suspension data to this point in 2024-2025 show the districtwide suspension rate remains over 5%. Chronic absenteeism districtwide improved in 2023-2024 to 14.2% but still is substantially higher than it was pre-pandemic. Chronic absenteeism data to this point in 2024-2025 show the districtwide rate has improved only marginally, to 13.9%.	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 8. Recognizing common humanity 9. Community and global engagement	Suspension rate by subgroup, chronic absenteeism 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
	Scope: LEA-wide	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.	
1.12	**Action:** Math Intervention - Physical Education Instruction by Credentialed Teachers for Students in Grades TK-6 **Need:** Academic outcomes for unduplicated students and students with disabilities are significantly lower than outcomes districtwide and for other subgroups, as shown by both California School Dashboard indicators, subgroup proficiency on CAASPP English/language arts and mathematics testing, and subgroup proficiency on the California Science Test (reference "Measuring and Reporting Results" section of Goal 1). **Scope:** LEA-wide	P.E. instruction is a foundational block in an elementary master schedule that provides regular time for classroom math intervention that can improve achievement for unduplicated students and students with disabilities. 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. This action is being implemented at all elementary sites due to economy of scale and the reality that all of these sites have achievement gaps between the schoolwide group and unduplicated subgroups and students with disabilities.	CAASPP math performance 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
1.15	**Action:** Instructional Assistant Support for Kindergarten Students **Need:** Educational partners, including kindergarten teachers, consistently have given input about the uneven transition to full-day kindergarten by unduplicated students and students with disabilities. Students are exhibiting academic, behavioral, and social needs that are barriers to school success. **Scope:** LEA-wide	Instructional assistants reduce the staff-student ratio in kindergarten classrooms and provide targeted support to unduplicated students and students with disabilities. 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 students with more intensive behavioral or social/emotional needs.	Kindergarten report card (subgroup performance)
1.17	**Action:** Restructure Junior High School Master Schedule* **Need:** Districtwide and subgroup results on CAASPP English/language arts and mathematics testing are showing a notable drop when students move from elementary school into seventh and then eighth grade. As an example, districtwide sixth graders' proficiency on CAASPP math testing was 37.33% in Spring 2023, then declined to 32.33% when the group hit seventh grade in Spring 2024. Educational partners have seen this trend and want to take action to improve academic outcomes in junior high school. **Scope:**	The new master schedule at the district's two junior high schools will improve outcomes for unduplicated students by providing more time for initial instruction and immediate follow-up by the classroom teacher to assist students who need extra support. The core subjects of English, math, and science (all tested subjects) now will have longer, 62-minute class periods. English Learners now will have dedicated time for English Language Development (ELD).	CAASPP E/LA and Math testing (subgroup performance) and California Science Test for seventh graders (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
	Schoolwide		
2.1	**Action:** Multi Tiered System of Support (MTSS) Plan for Behavior **Need:** The district's suspension rate for 2023-2024 (5.7%) actually increased from 2022-2023 and remains higher than the statewide suspension rate. Moreover, unduplicated subgroups and students with disabilities all had suspension rates higher than the districtwide rate. Suspension data to this point in 2024-2025 show the districtwide suspension rate remains over 5%. **Scope:** LEA-wide	The suspension rate for unduplicated students and students with disabilities 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) • The CSTAG behavioral threat assessment (the district's core management team, all psychologists, and all counselors will be trained in the CSTAG at the beginning of the 2025-2026 school year) Implementation of the MTSS Plan will prevent severe behavior that results in suspension.	Suspension rate by subgroup
2.2	**Action:** Behavioral Supports for Identified Students **Need:** All groups of educational partners have expressed significant concerns about students	For students with significant behavioral needs, qualified behavioral support via Board Certified Behavior Analysts (BCBAs) and instructional assistants trained as Registered Behavior Technicians (RBTs) is imperative. This is an important preventive measure that can result in	Suspension rate 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
	with severe behaviors, especially at elementary grade levels. The district has continued to have a number of students with extremely high levels of volatility and dysregulation. The district's suspension rate for 2023-2024 (5.7%) actually increased from 2022-2023 and remains higher than the statewide suspension rate. Moreover, unduplicated subgroups and students with disabilities all had suspension rates higher than the districtwide rate. Suspension data to this point in 2024-2025 show the districtwide suspension rate remains over 5%. **Scope:** LEA-wide	fewer suspensions for unduplicated students and students with disabilities. Psychologists help in assessing student emotional and behavioral needs and collaborating with BCBAs and other staff in the development of behavior plans. The district has identified a need to lower class sizes in special day classes so students with behavioral needs can benefit from more intensive, more individualized support in a more personalized setting. The goal always is to move students toward less restrictive placements and access to grade-level curriculum to the extent possible.	
2.3	**Action:** Supporting Positive Behavior at Junior High Schools **Need:** Both junior high schools had schoolwide suspension rates in 2023-2024 (Lakeview, 12.4%; Orcutt, 8.5%) that were significantly higher than the statewide suspension rate. Staff at both junior high schools have voiced the need to take action to reduce suspensions. **Scope:** Schoolwide	A restorative practices program at Orcutt JHS succeeded in reducing suspensions at that school in 2024-2025. The program, implemented as an alternative to suspension, included practice in peaceful resolution of conflicts, techniques for self-regulation and anger management, strategies for drug use prevention/cessation, and community service. If staffing can be addressed, we would like to implement a similar program at Lakeview JHS in 2025-2026.	Suspension rate 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
2.4	**Action:** Attendance Incentives and Accountability **Need:** The district's attendance rate in 2023-2024 improved to 94.11% but still is lower than it was pre-pandemic. Attendance data to this point in 2024-2025 show districtwide attendance actually has decreased to 93.94%. Chronic absenteeism districtwide improved in 2023-2024 to 14.2% but still is substantially higher than it was pre-pandemic. Chronic absenteeism data to this point in 2024-2025 show the districtwide rate has improved only marginally, to 13.9%. **Scope:** Schoolwide	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 2025-2026 will be personal communication and outreach to families with the help of the Parent Square Attendance Plus platform (see narrative for LCAP Action 4.1).	Attendance rate by subgroup, chronic absenteeism by subgroup
2.7	**Action:** Special Education Program Specialist **Need:** The district has been in Differentiated Assistance for the performance of students with disabilities, and this subgroup continued to have a low academic performance (17.15% proficient/above in English/language arts, 15.38% proficient/above in mathematics) and a high suspension rate (8.8%) in 2023-2024. Additionally, educational partners voice strong support for inclusive practices and for increased access to grade-level core curriculum for this subgroup.	The district's MTSS plan for behavior (see narrative for Action 2.1) is foundational for reducing the suspension rate and promoting positive behavior among unduplicated students and students with disabilities. The district's UDL initiative (see narrative for Action 2.6) will improve classroom instruction and lessons so students with disabilities benefit from more avenues for accessing concepts and skills and more options for expressing proficiency. The program specialist will oversee the MTSS plan for behavior and be a leader of the district's UDL efforts.	Suspension rate, CAASPP English/language arts and mathematics performance 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
	Scope: LEA-wide		
2.8	**Action:** Special Education Teacher on Special Assignment (TOSA) **Need:** The district has been in Differentiated Assistance for the performance of students with disabilities, and this subgroup continued to have a low academic performance (17.15% proficient/above in English/language arts, 15.38% proficient/above in mathematics) in 2023-2024. Additionally, educational partners voice strong support for inclusive practices and for increased access to grade-level core curriculum for this subgroup. **Scope:** LEA-wide	Special Education TOSA support for classroom teachers can contribute to improved academic outcomes for students with disabilities. The TOSA will work to support co-taught courses at the junior high schools, support all new Special Education teachers with curriculum implementation, and help all teachers districtwide with implementation of Universal Design for Learning (UDL).	CAASPP English/language arts and mathematics performance by subgroup
2.9	**Action:** Counseling Support **Need:** The district's suspension rate for 2023-2024 (5.7%) actually increased from 2022-2023 and remains higher than the statewide suspension rate. Moreover, unduplicated subgroups and students with disabilities all had suspension rates higher than the districtwide rate. Suspension data to this point in 2024-2025	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. The district plans to expand counseling services in 2025-2026 so each elementary site has its own staff counselor.	Suspension rate by subgroup, chronic absenteeism rate 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
	show the districtwide suspension rate remains over 5%. Chronic absenteeism districtwide improved in 2023-2024 to 14.2% but still is substantially higher than it was pre-pandemic. Chronic absenteeism data to this point in 2024-2025 show the districtwide rate has improved only marginally, to 13.9%. **Scope:** LEA-wide		
2.10	**Action:** Vice-Principal Support **Need:** The district's suspension rate for 2023-2024 (5.7%) actually increased from 2022-2023 and remains higher than the statewide suspension rate. Moreover, unduplicated subgroups and students with disabilities all had suspension rates higher than the districtwide rate. Suspension data to this point in 2024-2025 show the districtwide suspension rate remains over 5%. **Scope:** Schoolwide	Vice-principal services will be added so sites have access to increased student supervision and accountability, increased behavioral support for students, increased family support, and increased coordination of services for unduplicated students. Vice-principal support also enables principals to have more time for instructional leadership, teacher supervision and coaching, and other actions that support student achievement. All of this directly supports improved outcomes for unduplicated students and students with disabilities.	Suspension rate by subgroup, California Healthy Kids Survey by subgroup, CAASPP performance by subgroup
3.1	**Action:** Community Outreach Efforts **Need:**	"Showcase" events that highlight successful district programs and practices build connections between the district and the community. They enhance community awareness of the needs of	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
	Both the district's strategic plan and the district's educational partners prioritize connections with the community to support student enrichment and career readiness. Educational partners also voice the desire to improve student and family access to community resources. **Scope:** LEA-wide	unduplicated students and students with disabilities. They also contribute to the building of partnerships that ultimately will result in more opportunities for district students.	
3.3	**Action:** Student Enrichment Opportunities in Community **Need:** The district needs to establish community connections to support student enrichment and career readiness for unduplicated students and students with disabilities. The district also needs to improve access for unduplicated students and students with disabilities and their families 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. These opportunities also contribute to improved outcomes with regard to improved attendance, reduced suspensions, increased school connectedness, and more.	Number of substantial community partners
4.1	**Action:** School-Home Communication Platform **Need:** The Spring 2025 parent survey shows 93.41% of parents rate school-home communication as "excellent" or "good." Educational partners	The Parent Square school-home communication 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. Parent Square also enables two-way messaging between school staff	Parent survey on school-home communication

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
	consistently talk about the effectiveness of Parent Square as a platform for school-home communication. **Scope:** LEA-wide	and parents -- a critical measure for supporting unduplicated students and students with disabilities. Parents, including non-English-speaking parents, speak to the effectiveness of ParentSquare in facilitating quality school-home communication. In 2025-2026, the Attendance Plus feature of Parent Square will enhance schools' ability to facilitate ongoing communication with parents of unduplicated students around their children's school attendance.	
4.2	**Action:** Improved Marketing and Accessibility of District for Parent and Community Engagement **Need:** The Spring 2025 parent survey shows 93.04% of parents consider themselves extremely, very, or somewhat involved in their child's school. The percentage of "extremely involved" parents was 12.03%, and the percentage of "very involved" parents was 34.18%. Educational partners prioritize finding ways for parents to be involved in their child's school and education. **Scope:** LEA-wide	The district recognizes that it needs to expand its ways of communicating to parents and prospective parents of unduplicated students and students with disabilities in an effort to increase parent participation and engagement. Efforts planned for 2025-2026 include holding more "showcase" events that get parents and community members on campuses to see district programs and offerings; videos that highlight district programs from a lens of what parents need to know; and live-streaming selected events to improve parent access. The assumption is that communicating in more formats will reach more parents of unduplicated students and students with disabilities.	Parent survey on school-home communication
4.5	**Action:** Parent/Family Education Events **Need:** The Spring 2025 parent survey shows 93.04% of parents consider themselves extremely,	Parent/family education events are a way to expand the effectiveness of parents in supporting their children's education and social-emotional development. Parent/family education events scheduled in 2023-2024 and 2024-2025 have been well received, and educational partners	Number of district- and school-initiated parent/family education events

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
	very, or somewhat involved in their child's school. The percentage of "extremely involved" parents was 12.03%, and the percentage of "very involved" parents was 34.18%. Educational partners prioritize finding ways for parents to be involved in their child's school and education. **Scope:** LEA-wide	would like to see more in the coming year. We will continue to improve and expand offerings in 2025-2026, likely in partnership with other community agencies and organizations. All of this can improve participation and engagement of families of unduplicated students and students with disabilities.	
4.7	**Action:** Improve Health Services for Unduplicated Pupils* **Need:** For the past two years input from educational partners has indicated significant concerns about access to health care in rural Los Alamos. Insufficient access to health care can be a barrier to regular school attendance for low-income students, foster youth, and students experiencing homelessness -- especially students in these subgroups in a relatively isolated area. This results in increased chronic absenteeism. **Scope:** Schoolwide	Having increased health services at Olga Reed School in Los Alamos will contribute to improved attendance for subgroups. A school nurse or health assistant can perform check-ins with families on student health situations, serve as a go-to person for parents on student health issues and community resources, and coordinate school activities that promote health.	Chronic absenteeism by subgroup

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
1.5	**Action:** Targeted Professional Learning Community (PLC) Work **Need:** Academic outcomes for unduplicated students and students with disabilities are significantly lower than outcomes districtwide and for other subgroups, as shown by both California School Dashboard indicators, subgroup proficiency on CAASPP English/language arts and mathematics testing, and subgroup proficiency on the California Science Test (reference "Measuring and Reporting Results" section of Goal 1). **Scope:** Limited to Unduplicated Student Group(s)	PLCs are a foundational vehicle for teacher collaboration and data-based decision making around improving outcomes for unduplicated students and students with disabilities. Two PLC meetings per month will be devoted to improving outcomes for unduplicated students and students with disabilities. Progress of students in these subgroups will be continually monitored and reviewed, and PLC teams will continually review and plan Tier 1 and Tier 2 efforts around improving academic achievement for these subgroups.	CAASPP performance by subgroup, PLC Self-Rating Device
1.9	**Action:** English Language Development (ELD) Support **Need:** The rate of English Learners making progress toward proficiency in 2023-2024 -- 39.4%, down 10.0% from 2022-2023 -- points to the need for a renewed focus on English Language Development. District Summative ELPAC results from 2023-2024 show that 17.70% of English Learners score at Level 1,	The district Educational Services Department, school administrators, and school leadership teams will continue to work to strengthen delivery of designated and integrated ELD for English Learners. Online curricula such as Imagine Learning will be utilized to support English acquisition; because set-up and directions can be switched to Spanish, Imagine Learning is especially helpful with newcomer students. Increased response opportunities, a focus on academic vocabulary, and increased writing opportunities can help LTELs reach proficiency.	English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	33.74% are at Level 2, 34.36% are at Level 3, and 14.20% are at Level 4, which shows need ranging from basic conversational English to academic vocabulary in English. **Scope:** Limited to Unduplicated Student Group(s)	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. Teacher training and support for improving outcomes for LTELs will be planned during the school year, with an emphasis on increased response opportunities, academic vocabulary, and increased writing opportunities.	
1.10	**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)	As teachers are available, the district is facilitating tutoring for foster youth and students experiencing homelessness using LCAP funding. Some tutoring and special academic support for these students has been integrated into ELO-P funded afterschool childcare for grades TK-6.	CAASPP E/LA and Math testing (subgroup performance)
4.3	**Action:** Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families **Need:**	Community liaisons and interpreters provide critical services for non- and limited-English-speaking families in facilitating full engagement by parents in their children's education. Liaison duties include the following: • Welcoming new families, helping with enrollment, and establishing rapport	Parent survey on parent involvement

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Non- and limited-English-speaking families need translation, access, and liaison services so they can be fully engaged in their children's education. **Scope:** Limited to Unduplicated Student Group(s)	• Translating for families at school meetings, including parent-teacher conferences, Student Success Team meetings, IEP meetings, and disciplinary meetings • Translating for families at school events such as Back to School Night and Open House • Facilitating two-way dialogue between families and school staff, so families can make requests and have questions answered • Working with families to address any issues or barriers to school attendance, full participation in school, and academic achievement • As needed, helping families access community resources • Working with principal to engage parents on the site English Learners Advisory Committee (ELAC) • Working to help site representative parents be involved in the District English Learners Advisory Committee (DELAC) Each elementary site has its own liaison and the three secondary sites 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. The district also has an interpreter available to help with the growing number of Mixtec families, including Mixtec children who need extra support. This interpreter has been well received.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		In the coming year we want to have liaisons provide more support for families experiencing homelessness (approximately 90% of students experiencing homelessness also are English Learners) and do more to link families to pertinent community resources.	
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. LCAP funding is being utilized to support scholarships for these students to participate in school activities such as Science Camp for sixth grade. If needed, school supplies and personal supplies are being made available.	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.

For Action 1.5 Targeted Professional Learning Community (PLC) Work, we are estimating the value of services to be $742,000. We arrived at that estimate by calculating a district-wide cost per minute for services by certificated teachers and counselors. We then multiplied the cost per minute by 60 minutes for a PLC meeting and then 23 for the number of meetings in the 2025-2026 school year. Our estimate of $742,000 represents the number of PLC meetings we believe we can devote to the improvement of outcomes for unduplicated students and students with disabilities.

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.

Our plan for utilizing additional concentration grant funding entails the following:

- Adding four junior high school teachers to implement the new junior high school master schedule (LCAP Action 1.17). The new master schedule at the district's two junior high schools will improve outcomes for unduplicated students by providing more time for initial instruction and immediate follow-up by the classroom teacher to assist students who need extra support. The core subjects of English, math, and science (all tested subjects) now will have longer, 62-minute class periods. English Learners now will have dedicated time for English Language Development (ELD).

- Adding one psychologist to increase behavioral and mental health support for students (LCAP Action 2.2). For unduplicated students with significant behavioral needs, qualified behavioral support via additional psychological services is imperative. This is an important preventive measure that can result in fewer suspensions for students and improved academic achievement.

- Adding one special day class teacher to provide more intensive support and instruction to students with identified behavioral needs (LCAP Action 2.2). The district has identified a need to lower class sizes in special day classes so students can benefit from more intensive, more individualized support in a more personalized setting. The goal always is to move students toward less restrictive placements and access to grade-level curriculum to the extent possible.

- Adding three additional staff counselors so every elementary site has a full-time staff counselor (LCAP Action 2.9). Counseling support is vital for improved outcomes for unduplicated students and students with disabilities, and these students will be prioritized for support. Unduplicated students will benefit from increased access to services from a credentialed school counselor that can 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.

- Adding two vice-principals to increase administrative support (LCAP Action 2.10). Outcomes for unduplicated students will improve when sites have increased student supervision and accountability, increased behavioral support for students, increased family support, increased coordination of services for unduplicated students, and increased administrative time for instructional leadership.

- Adding a school nurse to provide additional health services with a focus on Olga Reed School (LCAP Action 4.7). Hiring another credentialed nurse will expand health services available to unduplicated students and can lead to coordination of community based care and improved access to health care for families as well. The district will like to focus these services on Olga Reed because over 95% of the school's students are low-income, Los Alamos is relatively isolated from vital services, and in 2023-2024 Olga Reed's rate of chronic absenteeism (19.4%) was 5.2% higher than the district's.

For reference, schools with an unduplicated pupil percentage greater than 55% in 2024-2025 are the following: Olga Reed School, 93.57%; Alice Shaw School, 75.91%; Lakeview Junior High School, 70.47%; Orcutt School for Independent Study, 69.23%; Joe Nightingale School,

67.47%; Patterson Road School, 62.27%; Pine Grove School, 58.87%; and Ralph Dunlap School, 55.32%. The one school with an unduplicated pupil percentage below 55% is Orcutt Junior High School, 51.78%.

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	Orcutt Junior High School 1:94.30	Alice Shaw School Joe Nightingale School Patterson Road School Pine Grove School Ralph Dunlap School Olga Reed School Orcutt School for Independent Study Lakeview Junior High School 1:57.28
Staff-to-student ratio of certificated staff providing direct services to students	Orcutt Junior High School 1:16.87	Alice Shaw School Joe Nightingale School Patterson Road School Pine Grove School Ralph Dunlap School Olga Reed School Orcutt School for Independent Study Lakeview Junior High School 1:16.33

2025-26 Total Planned 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	$43,668,216	6,827,277	15.634%	0.000%	15.634%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,101,141.74	$3,628,454.49	$10,000.00	$42,944.65	$9,782,540.88	$7,845,177.01	$1,937,363.87

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	All	No				Ongoing	$0.00	$200,000.00	$0.00	$200,000.00	$0.00	$0.00	$200,000.00	
1	1.2	Teacher on Special Assignment (TOSA) Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$419,892.50	$0.00	$419,892.50	$0.00	$0.00	$0.00	$419,892.50	
1	1.3	Executive Director of Curriculum & Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$228,711.52	$0.00	$27,332.76	$201,378.76	$0.00	$0.00	$228,711.52	
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	All Schools	Ongoing	$21,827.00	$60,000.00	$81,827.00	$0.00	$0.00	$0.00	$81,827.00	
1	1.5	Targeted Professional Learning Community (PLC) Work	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools TK-8	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	1.7%
1	1.6	Principal PLCs	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	On-Site Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	Ongoing	$224,079.00	$373,461.93	$597,540.93				$597,540.93	
1	1.8	Professional Consulting Support	All	No				Ongoing	$0.00	$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$50,000.00	0
1	1.9	English Language Development (ELD) Support	English Learners	Yes	Limited to Undupli	English Learners	All Schools	Ongoing	$0.00	$40,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	

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
					cated Student Group(s)											
1	**1.10**	Support for Foster Youth and Students Experiencing Homelessness	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools TK-8	Ongoing	$34,317.24	$20,000.00	$54,317.24	$0.00	$0.00	$0.00	$54,317.24	
1	**1.11**	SEE Learning (Social/Emotional Learning Curriculum)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
1	**1.12**	Math Intervention - Physical Education Instruction by Credentialed Teachers for Students in Grades TK-6	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alice Shaw, Joe Nightinga le, Olga Reed, Patterson Road, Pine Grove, and Ralph Dunlap schools K-6	Ongoing	$708,229.63	$5,000.00	$713,229.63	$0.00	$0.00	$0.00	$713,229.63	
1	**1.13**	Math Intervention - Art/Music Instruction for Students in Grades TK-6	All	No				Ongoing	$538,050.45	$20,000.00	$0.00	$558,050.45	$0.00	$0.00	$558,050.45	
1	**1.14**	Pre-service Curriculum Training for New Teachers	All	No				July/August 2024 and each July/August moving forward	$20,000.00	$0.00	$0.00	$20,000.00	$0.00	$0.00	$20,000.00	
1	**1.15**	Instructional Assistant Support for Kindergarten Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary sites K	Ongoing	$311,050.40	$0.00	$311,050.40	$0.00	$0.00	$0.00	$311,050.40	

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	1.16	Co-taught Core Courses at Junior High Schools	All	No			Specific Schools:	August 2024 and moving forward	$20,000.00	$0.00	$0.00	$20,000.00	$0.00	$0.00	$20,000.00	
1	1.17	Restructure Junior High School Master Schedule*	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lakeview Junior High School and Orcutt Junior High School		$493,984.53	$0.00	$493,984.53	$0.00	$0.00	$0.00	$493,984.53	
1	1.18	Improved Differentiation and Support via Artificial Intelligence (AI)*	All	No					$0.00	$27,610.00	$0.00	$27,610.00	$0.00	$0.00	$27,610.00	
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	All Schools TK-8	Ongoing	$366.10	$16,000.00	$16,366.10	$0.00	$0.00	$0.00	$16,366.10	
2	2.2	Behavioral Supports for Identified Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$185,000.00	$540,746.02	$725,746.02	$0.00	$0.00	$0.00	$725,746.02	
2	2.3	Supporting Positive Behavior at Junior High Schools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Orcutt Junior High School and Lakeview Junior High SchoolLakeview and Orcutt junior high schools 7-87- 8	August 2024 and moving forward	$42,712.25	$0.00	$42,712.25	$0.00	$0.00	$0.00	$42,712.25	
2	2.4	Attendance Incentives and Accountability	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools TK-8	Ongoing	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
2	2.5	Expanded Learning Opportunities Program	All	No			All Schools	July 2024 and moving forward	$1,846,447.20	$299,468.08	$0.00	$2,145,915.28	$0.00	$0.00	$2,145,915.28	

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
		(ELO-P) Enrichment Programming														
2	**2.6**	Inclusive Practices and Universal Design for Learning (UDL)	All	No				Ongoing	$0.00	$30,500.00	$0.00	$30,500.00	$0.00	$0.00	$30,500.00	
2	**2.7**	Special Education Program Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$169,174.95	$10,475.18	$179,650.13	$0.00	$0.00	$0.00	$179,650.13	
2	**2.8**	Special Education Teacher on Special Assignment (TOSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	July 2024 and moving forward	$136,863.48	$0.00	$136,863.48	$0.00	$0.00	$0.00	$136,863.48	
2	**2.9**	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	Ongoing	$900,436.38	$0.00	$900,436.38	$0.00	$0.00	$0.00	$900,436.38	
2	**2.10**	Vice-Principal Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alice Shaw, Joe Nightingale, Patterson Road, Pine Grove, and Ralph Dunlap schools Alice Shaw, OSIS, Pine Grove, Orcutt Junior High SchoolTK-6	August 2024 and moving forward	$604,790.64	$1,960.04	$606,750.68	$0.00	$0.00	$0.00	$606,750.68	
3	**3.1**	Community Outreach Efforts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	
3	**3.2**	Student Support from Community Partners	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

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
3	3.3	Student Enrichment Opportunities in Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,618.50	$82,800.00	$96,418.50	$0.00	$0.00	$0.00	$96,418.50	
3	3.4	School Readiness Network	All	No			Specific Schools:	August 2024 and moving forward	$30,000.00	$0.00	$0.00	$30,000.00	$0.00	$0.00	$30,000.00	
4	4.1	School-Home Communication Platform	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$72,342.62	$72,342.62	$0.00	$0.00	$0.00	$72,342.62	
4	4.2	Improved Marketing and Accessibility of District for Parent and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 and onward	$0.00	$20,000.00	$10,000.00	$10,000.00	$0.00	$0.00	$20,000.00	
4	4.3	Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$313,559.63	$0.00	$270,614.98			$42,944.65	$313,559.63	
4	4.4	Support for Foster/Homeless Families	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools TK-8	Ongoing	$69,521.86	$40,000.00	$109,521.86	$0.00	$0.00	$0.00	$109,521.86	
4	4.5	Parent/Family Education Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
4	4.6	California Community Schools Partnership Program (CCSPP)	All	No				August 2024-June 2025	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.7	Improve Health Services for Unduplicated Pupils*	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Olga Reed		$167,543.75	$0.00	$167,543.75	$0.00	$0.00	$0.00	$167,543.75	
5	5.1	Professional Development for Teachers, Administrators, and Classified Employees	All	No				Ongoing	$25,000.00	$0.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	

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	5.2	Continuing and Expanding Independent Study and Online Options for Learning	All All students have access to OSIS although the vast majority prefer classroom-based schools	No			Specific Schools:	Ongoing	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00	
5	5.3	Career and Technical Education (CTE) and Career Exploration Opportunities for Students	All	No				Ongoing	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	
5	5.4	Continued Maintenance and Refreshment of Technology Devices for Students	All	No				Ongoing	$300,000.00	$0.00	$0.00	$300,000.00	$0.00	$0.00	$300,000.00	

2025-26 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
$43,668,216	6,827,277	15.634%	0.000%	15.634%	$6,101,141.74	1.700%	15.672 %	**Total:**	$6,101,141.74
								LEA-wide Total:	$4,314,696.45
								Limited Total:	$474,454.08
								Schoolwide Total:	$1,311,991.21

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	**1.2**	Teacher on Special Assignment (TOSA) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$419,892.50	
1	**1.3**	Executive Director of Curriculum & Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,332.76	
1	**1.4**	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,827.00	
1	**1.5**	Targeted Professional Learning Community (PLC) Work	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools TK-8	$0.00	1.7%
1	**1.7**	On-Site Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$597,540.93	
1	**1.9**	English Language Development (ELD) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$40,000.00	

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	1.10	Support for Foster Youth and Students Experiencing Homelessness	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools TK-8	$54,317.24	
1	1.11	SEE Learning (Social/Emotional Learning Curriculum)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.12	Math Intervention - Physical Education Instruction by Credentialed Teachers for Students in Grades TK-6	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$713,229.63	
1	1.15	Instructional Assistant Support for Kindergarten Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary sites K	$311,050.40	
1	1.17	Restructure Junior High School Master Schedule*	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeview Junior High School and Orcutt Junior High School	$493,984.53	
2	2.1	Multi Tiered System of Support (MTSS) Plan for Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$16,366.10	
2	2.2	Behavioral Supports for Identified Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$725,746.02	
2	2.3	Supporting Positive Behavior at Junior High Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Orcutt Junior High School and Lakeview Junior High School 7-8	$42,712.25	
2	2.4	Attendance Incentives and Accountability	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-8	$1,000.00	
2	2.5	Expanded Learning Opportunities Program (ELO-P) Enrichment Programming				All Schools	$0.00	
2	2.7	Special Education Program Specialist	Yes	LEA-wide	English Learners Foster Youth	All Schools	$179,650.13	

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 (%)
					Low Income			
2	2.8	Special Education Teacher on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$136,863.48	
2	2.9	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$900,436.38	
2	2.10	Vice-Principal Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Alice Shaw, OSIS, Pine Grove, Orcutt Junior High School	$606,750.68	
3	3.1	Community Outreach Efforts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	3.3	Student Enrichment Opportunities in Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,418.50	
4	4.1	School-Home Communication Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,342.62	
4	4.2	Improved Marketing and Accessibility of District for Parent and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
4	4.3	Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$270,614.98	
4	4.4	Support for Foster/Homeless Families	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools TK-8	$109,521.86	
4	4.5	Parent/Family Education Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	4.7	Improve Health Services for Unduplicated Pupils*	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Olga Reed	$167,543.75	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,332,285.94	$10,470,968.66

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**	Standards-Based Materials	No	$200,000.00	$1,886,114.60
1	**1.2**	Teacher on Special Assignment (TOSA) Support	Yes	$426,824.00	$491,690.00
1	**1.3**	Executive Director of Curriculum & Instruction	Yes	$225,394.90	$230,109.38
1	**1.4**	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	Yes	$60,692.88	$20,065.53
1	**1.5**	Targeted Professional Learning Community (PLC) Work*	Yes	0.00	$0.00
1	**1.6**	Principal PLCs*	No	$0.00	$0.00
1	**1.7**	On-Site Academic Intervention	Yes	$700,202.97	$833,288.28
1	**1.8**	Professional Consulting Support	No	$50,000.00	$95,000.00
1	**1.9**	English Language Development (ELD) Support	No	$15,000.00	$45,494.63
1	**1.10**	Support for Foster Youth and Students Experiencing Homelessness	Yes	$20,000.00	$7,425.83
1	**1.11**	SEE Learning (Social/Emotional Learning Curriculum)	Yes	$5,000.00	$494.75

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	1.12	Math Intervention - Physical Education Instruction by Credentialed Teachers for Students in Grades TK-6	Yes	$679,193.00	$693,327.18
1	1.13	Math Intervention - Art/Music Instruction for Students in Grades TK-6	No	$532,866.00	$585,578.62
1	1.14	Pre-service Curriculum Training for New Teachers*	No	$10,000.00	10,000.00
1	1.15	Instructional Assistant Support for Kindergarten Students	Yes	$216,938.79	$307,035.98
1	1.16	Co-taught Core Courses at Junior High Schools*	No	$20,000.00	$0.00
2	2.1	Multi Tiered System of Support (MTSS) Plan for Behavior*	Yes	$16,716.27	$1,205.11
2	2.2	Behavioral Supports for Identified Students*	Yes	$663,025.33	$725,746.02
2	2.3	Supporting Positive Behavior at Junior High Schools*	No	$50,000.00	$16,575.13
2	2.4	Attendance Incentives and Accountability	Yes	$5,000.00	$0.00
2	2.5	Expanded Learning Opportunities Program (ELO-P) Enrichment Programming*	No	$1,925,357.00	$2,223,463.00
2	2.6	Inclusive Practices and Universal Design for Learning (UDL)*	No	$25,000.00	$0.00
2	2.7	Special Education Program Specialist	Yes	$165,052.18	$167,967.02
2	2.8	Special Education Teacher on Special Assignment (TOSA)*	Yes	$132,528.00	$135,072.35

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)
2	2.9	Counseling Support	Yes	$541,297.00	$547,609.88
2	2.10	Vice-Principal Support	Yes	$555,811.00	$381,643.93
3	3.1	Community Outreach Efforts*	Yes	$5,000.00	$18,283.46
3	3.2	Student Support from Community Partners*	No	$0.00	$0.00
3	3.3	Student Enrichment Opportunities in Community	Yes	$128,877.60	$57,111.23
3	3.4	School Readiness Network*	No	$75,000.00	$75,000.00
4	4.1	School-Home Communication Platform	Yes	$20,554.20	$20,715.00
4	4.2	Improved Marketing and Accessibility of District for Parent and Community Engagement*	Yes	$20,000.00	$10,000.00
4	4.3	Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families	Yes	$320,954.82	$267,788.49
4	4.4	Support for Foster/Homeless Families	Yes	$30,000.00	$33,528.00
4	4.5	Parent/Family Education Events*	Yes	$20,000.00	$0.00
4	4.6	California Community Schools Partnership Program (CCSPP)*	No	$125,000.00	$0.00
5	5.1	Professional Development for Teachers, Administrators, and Classified Employees	No	$25,000.00	$248,425.27

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)
5	**5.2**	Continuing and Expanding Independent Study and Online Options for Learning*	No	$10,000.00	$0.00
5	**5.3**	Career and Technical Education (CTE) and Career Exploration Opportunities for Students	No	$10,000.00	$10,209.99
5	**5.4**	Continued Maintenance and Refreshment of Technology Devices for Students	No	$300,000.00	$325,000.00

2024-25 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)
$4,763,895	$4,112,684.18	$4,697,115.68	($584,431.50)	1.600%	1.600%	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	1.2	Teacher on Special Assignment (TOSA) Support	Yes	$426,824.00	$491,690.00		
1	1.3	Executive Director of Curriculum & Instruction	Yes	$24,016.14	$26,549.55		
1	1.4	Universal Screening/Multi-Tiered System of Support (MTSS) Progress Monitoring	Yes	$60,692.88	$20,065.53		
1	1.5	Targeted Professional Learning Community (PLC) Work*	Yes	$0.00	$0.00	1.6%	1.6%
1	1.7	On-Site Academic Intervention	Yes	$700,202.97	$833,288.28		
1	1.10	Support for Foster Youth and Students Experiencing Homelessness	Yes	$20,000.00	$7,425.83		
1	1.11	SEE Learning (Social/Emotional Learning Curriculum)	Yes	$5,000.00	$494.75		
1	1.12	Math Intervention - Physical Education Instruction by Credentialed Teachers for Students in Grades TK-6	Yes	$679,193.00	$693,327.18		
1	1.15	Instructional Assistant Support for Kindergarten Students	Yes	$216,938.79	$307,035.98		
2	2.1	Multi Tiered System of Support (MTSS) Plan for Behavior*	Yes	$16,716.27	$1,205.11		

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)
2	2.2	Behavioral Supports for Identified Students*	Yes	$163,025.33	$676,314.11		
2	2.4	Attendance Incentives and Accountability	Yes	$5,000.00	$0		
2	2.7	Special Education Program Specialist	Yes	$165,052.18	$167,967.02		
2	2.8	Special Education Teacher on Special Assignment (TOSA)*	Yes	$132,528.00	$135,072.35		
2	2.9	Counseling Support	Yes	$541,297.00	$547,609.88		
2	2.10	Vice-Principal Support	Yes	$555,811.00	$381,643.93		
3	3.1	Community Outreach Efforts*	Yes	$5,000.00	$18,283.46		
3	3.3	Student Enrichment Opportunities in Community	Yes	$128,877.60	$57,111.23		
4	4.1	School-Home Communication Platform	Yes	$20,554.20	$20,715.00		
4	4.2	Improved Marketing and Accessibility of District for Parent and Community Engagement*	Yes	$10,000.00	$10,000.00		
4	4.3	Community Liaison and Interpreter Support for Non- and Limited-English-Speaking Families	Yes	$195,954.82	$267,788.49		
4	4.4	Support for Foster/Homeless Families	Yes	$20,000.00	$33,528.00		
4	4.5	Parent/Family Education Events*	Yes	$20,000.00	$0.00		

2024-25 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)
$41,737,077	$4,763,895	1.44%	12.854%	$4,697,115.68	1.600%	12.854%	$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:

    - 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]).

    - 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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

An explanation of why the LEA has developed this goal.

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.

    - 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:

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.
    - 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).
    - 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.
    - Indicate the school year to which the baseline data applies.
    - 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.
    - 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.
    - 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.

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

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

- 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.
    - 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, 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.
    - 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.
    - 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.
    - 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.
    - 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.
    - **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

For English Learners and Long-Term English Learners

- 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:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - 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.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - 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:
    - **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.
    - **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.
    - **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).
    - **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.
    - **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.
    - 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%).
    - 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)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - 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)**
    - 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - 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**
  - 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)**
  - 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 (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - 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)**
  - 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 %)**
  - 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)**
  - 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)**

- 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)**

  - 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).

California Department of Education
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